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AUTHOR	Maack, Stephen C.
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ABSTRACT

This report considers the importance that students place on matriculation, the satisfaction students have with matriculation services at Rio Hondo Community College (California), and the performance gap between importance to students and student satisfaction. The report compares the Rio Hondo results with national results and concludes with an analysis of variations by gender, ethnicity, age, and disability status. Rio Hondo students view all matriculation services as important, giving them average importance ratings of 5.66 to 6.48 on a 7-point scale, with 7.00 being "very important." The 5 most important items were: (1) classes scheduled at a time convenient for the student (average 6.48); (2) ability to register for classes with few conflicts (average 6.33); (3) offering sufficient degrees and classes (average 6.30); (4) school assistance in reaching students' educational goals (average 6.25); and (5) academic advisers' knowledge of the transfer requirements of other schools (average 6.25). Students were most satisfied with clear policies and procedures regarding registration and course selection (5.35). They were least satisfied with the lack of early notification that they were doing poorly in a class (4.59). Rio Hondo students closely resembled a national comparison group in their ratings of matriculation items. Numerous charts and tables detailing the survey results are appended. (NB)

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ED 466 882

MATRICULATION-RELATED ITEMS IN THE NOEL-LEVITZ STUDENT SATISFACTION INVENTORY OF 1999

By Stephen C. Maack
Director of Institutional Research

Rio Hondo College
3600 Workman Mill Road
Whittier, CA 90601-1699
(562) 908-3440
smaack@riohondo.edu

April 22, 2002

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Memorandum

Date: April 22, 2002

To: Matriculation Committee

Cc: Voiza Arnold, Vice President, Student and Academic Services

Stephen C. Maack

From: Stephen C. Maack
Director, Institutional Research

RE: Matriculation Related Items in Noel-Levitz Student Satisfaction Inventory

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I am pleased to transmit to you a report concerning matriculation-related items in the Noel-Levitz Student Satisfaction Inventory. Rio Hondo College presented the Noel-Levitz Student Satisfaction Inventory (SSI) to its students in Fall 1999 and the results have previously been reported out to the College to inform decision-making. The enclosed report and its attachments concern 26 items and one scale of the SSI that relate to matriculation matters. It considers the importance that students place on matriculation, the satisfaction that students have with Rio Hondo matriculation services (as measured by the 26 items), and the "performance gap" (i.e., average importance score minus average satisfaction score) between importance to students and satisfaction of students. Finally, there is an analysis of variations by gender, ethnicity, age, and disability status in response to these items.

Attachments

MATRICULATION-RELATED ITEMS IN THE NOEL-LEVITZ STUDENT SATISFACTION INVENTORY OF 1999

By Stephen C. Maack, Director of Institutional Research

Executive Summary.

- Rio Hondo College presented the Noel-Levitz Student Satisfaction Inventory (SSI) to its students in Fall 1999. This report concerns 26 items and one scale of the SSI that relate to matriculation.

- It considers the importance that students place on matriculation, the satisfaction that students have with Rio Hondo matriculation services, and the "performance gap" between importance to students and satisfaction of students. It concludes with an analysis of variations by gender, ethnicity, age, and disability status in response to the 26 SSI items.

- Summarizing a variety of evidence, **five items have a) low average satisfaction levels among Rio Hondo students, b) relatively large performance gaps at Rio Hondo, and c) are included among the seven items with the "greatest difference" between Rio Hondo and national performance gaps.** These may deserve attention.

    1) **Students are notified early in the term if they are doing poorly in class** (Rio Hondo importance 6.18, satisfaction 4.59, gap 1.59; national importance 6.16, national satisfaction 4.86, national gap 1.30; difference of gaps 0.29);
    2) **Faculty provide timely feedback about student progress in a course** (Rio Hondo importance 6.07, satisfaction 4.91, gap 1.16; national importance 6.13, national satisfaction 5.17, national gap 0.96; difference of gaps 0.20);
    3) **Tutoring services are readily available** (Rio Hondo importance 6.06, satisfaction 4.92, gap 1.14; national importance 5.95, national satisfaction 5.17, national gap 0.77; difference of gaps 0.37);
    4) **Admissions counselors respond to prospective students' unique needs and requests** (Rio Hondo importance 5.98, satisfaction 4.86, gap 1.12; national importance 5.90, national satisfaction 4.98, national gap 0.92; difference of gaps 0.30);
    5) **The assessment and course placement procedures are reasonable** (Rio Hondo importance 6.01, satisfaction 4.99, gap 1.02; national importance 5.95, national satisfaction 5.13, national gap 0.82; difference of gaps 0.20).

- Rio Hondo students view all matriculation services as important, giving them average importance ratings of 5.66 to 6.48 on a scale with 7.00 as "very important" (Chart 1).

- The five **most important** matriculation related items (with mean rating scores) are:

1) Classes scheduled at times that are convenient for me (i.e., the student) (average 6.48);
2) I am able to register for classes I need with few conflicts (average 6.33);
3) There are sufficient degrees and programs offered at Rio Hondo College (average 6.30);
4) This school does whatever it can to help me reach my educational goals (average 6.25);
5) My academic advisor is knowledgeable about the transfer requirements of other schools (average 6.25).

- Rio Hondo students were generally "somewhat satisfied" with their Rio Hondo College matriculation experiences, but for any of the 26 questions, 10 to 25 percent were "not satisfied at all" to "somewhat dissatisfied" (Chart 2).

- Rio Hondo College students were **most satisfied**, on average, with the following:

1) Policies and procedures regarding registration and course selection are clear and well-publicized (average 5.35);
2) There are sufficient degrees and programs offered at Rio Hondo College (average 5.27);
3) I am able to register for classes that I need with few conflicts (average 5.26);
4) The Transfer Center provides services which are helpful (average 5.20);
5) My academic advisor is knowledgeable about the transfer requirements of other schools (average 5.20).

- Rio Hondo students were **least satisfied**, on average, with the following five items:

1) Admissions counselors respond to prospective students' unique needs and requests (average 4.86);
2) My academic advisor is concerned about my success as an individual (average 4.83);
3) Admissions counselors accurately portray the campus in their recruiting practices (average 4.73);
4) I seldom get the "run-around" when seeking information on this campus (average 4.71);
5) Students are notified early in the term if they are doing poorly in a class (average 4.59).

- Rio Hondo students **closely resembled a national comparison group** in their ratings of matriculation items, rating only six items less important, two equally important, and 14 more important than the national group, with differences usually small (Chart 3).

- "I seldom get the 'run-around' when seeking information on this campus had an average rating of 5.85 in importance at Rio Hondo, compared to 6.07 in the national group.

- **Rio students felt that the following items were more important to them**, on average, **than did other students from community colleges** around the country:

    1) Tutoring services are readily available (Rio 6.06; national group 5.95; difference 0.11);
    2) My academic advisor is knowledgeable about the transfer requirements of other schools (Rio 6.25; national group 6.07; difference 0.18).

- **Rio students were statistically significantly more satisfied than students nationally** regarding two questions:

    1) My academic advisor helps me set goals to work toward (Rio 5.10; national group 4.84; difference 0.11);
    2) My academic advisor is knowledgeable about the transfer requirements of other schools (Rio 5.20; national group 4.94; difference 0.18).

- Rio Hondo College students were **significantly less satisfied than community/ technical/junior college students nationally** on 15 items. The greatest differences concerned these six items:

    1) I seldom get the "run-around" when seeking information on this campus (Rio 4.71; national 4.94; difference –0.23);
    2) The personnel involved in registration are helpful (Rio 5.06; national 5.29; difference –0.23);
    3) Admissions staff are knowledgeable (Rio 5.00; national 5.24; difference –0.24);
    4) Faculty provide timely feedback about student progress in a course (Rio 4.91; national 5.17; difference –0.26);
    5) Tutoring services are readily available (Rio 4.92; national 5.18; difference –0.26);
    6) Students are notified early in the term if they are doing poorly in a class (Rio 4.59; national 4.86; difference –0.27).

- The Noel-Levitz Student Satisfaction Inventory lets one calculate "performance gaps" (importance minus satisfaction) ratings for both Rio Hondo data and national data:

    ✓ A negative gap indicates that a college **is exceeding** students' expectations;
    ✓ A zero or small positive gap (e.g. 0.50) indicates that a college **is meeting** students' expectations; and
    ✓ A large positive performance gap (e.g. 1.50) indicates that an institution **is not meeting** students' expectations.

- Rio Hondo College **never exceeded its students matriculation expectations**, but came **closest to meeting its students' expectations regarding**:

    1) The new student orientation offered by Rio Hondo College is helpful (performance gap 0.73);

2) Policies and procedures regarding registration and course selection are clear and well-publicized (performance gap 0.80);
3) New student orientation services help students adjust to college (performance gap 0.81);
4) Admissions counselors accurately portray the campus in their recruiting practices (performance gap 0.93);
5) Program requirements are clear and reasonable (performance gap 0.99).

- Rio Hondo did **least well in meeting its students' matriculation expectations** regarding:

1) Faculty provide timely feedback about student progress in a course (performance gap 1.16);
2) May academic advisor is concerned about my success as an individual (performance gap 1.27);
3) This school does whatever it can to help me reach my educational goals (performance gap 1.31);
4) Classes are scheduled at times that are convenient for me (performance gap 1.32);
5) Students are notified early in the term if they are doing poorly in a class (performance gap 1.59).

- **Rio Hondo is doing less well than the national group in meeting its students' expectations.** Comparison of Rio Hondo with national "performance gaps" on 22 items for which national data was available indicated that **for all but three items Rio Hondo has a larger "performance gap."**

- **The three items on which Rio Hondo differed <u>most</u> from the national group in performance gaps were**:

1) Tutoring services are readily available (Rio Hondo gap 1.14; national gap 0.77; difference in gaps 0.37);
2) Students are notified early in the term if they are doing poorly in class (Rio Hondo gap 1.59; national gap 1.30; difference in gaps 0.29);
3) Admissions staff are knowledgeable (Rio Hondo gap 1.10; national gap 0.85; difference in gaps 0.25).

- **On only one item of 21 matriculation-related questions with statistically significant gender differences regarding importance, did gender account for more than three percent of the response variation**:

✓ My academic advisor helps me set goals to work toward (64.6 % of women versus 48.8 % of men viewed this as "very important").

- **Gender differences in satisfaction accounted for about three percent of the variation in responses on only one item (of 14 with satisfaction differences):**

- ✓ Admissions counselors accurately portray the campus in their recruiting practices (19 % of men versus 8 % of women were "somewhat dissatisfied" to "not satisfied at all"; but 19 % of men versus 41 % of women were "satisfied" to "very satisfied").

- While **there were statistically significant differences by ethnicity** (Asian or Pacific Islander, White, Hispanic, Other including African-Americans and American Indians) **in both the importance (9 questions) and satisfaction (18 questions) of students with matriculation, in no case did ethnicity account for more than 2.2 percent of the variation in responses.**

- It might be desirable to explore qualitatively for other factors with which ethnicity is known to be correlated (e.g., first generation in college status) to see if the ethnic variations are reflecting the influence of intervening variables.

- **Rio Hondo students differed significantly but very weakly to weakly by age group on the importance of only three of the matriculation-related items, and satisfaction with eight matriculation-related questions. In no case did age account for more than 2.4 percent of the variation in responses.**

- Students who self-identified themselves as having physical or diagnosed learning disabilities differed significantly, but very weakly to weakly regarding the importance of 11 survey items (see Chart 4).

- **On only one question out of 11 survey items with statistically significant differences did disability status account for more than three percent of the observed variations in responses on the importance of items**:

  - ✓ Students with self-identified disabilities were more likely than others to rate "**New student orientation services help students adjust to college**" as "not important at all" to "somewhat unimportant" (at the expense of "neutral" ratings rather than of "somewhat important" to "very important" percentages).

- **Students who self-identified themselves as having physical or diagnosed learning disabilities differed significantly from others on satisfaction with only three matriculation-related items, but the differences always accounted for less than two percent of the variation in the distributions.**

The full report follows beginning on the next page, with extensive details provided in the attached charts.

Rio Hondo College Students' Views on the Importance of Matriculation. Rio Hondo students view all matriculation services as important. On a scale of seven (with seven being "very important"), the lowest average importance rating for 26 matriculation related SSI questions was 5.66 and the highest was 6.48. Usually only two percent, once only one percent, and never more than five percent of the students selected "not important at all" to "somewhat unimportant" as responses to SSI matriculation related questions. The entire set of 26 questions and the relative numbers of responses are shown on the thirteen pages of Chart 1 in the attachments.

From a student perspective, the five **most important** matriculation related matters were:

- **Q8. Classes are scheduled at times that are convenient for me.** Mean = 6.48, standard deviation = 0.998.

- **Q15. I am able to register for classes I need with few conflicts.** Mean = 6.33, standard deviation = 1.036.

- **Q74. There are sufficient degrees and programs offered at Rio Hondo College.** Mean = 6.30, standard deviation = 1.051.

- **Q52. This school does whatever it can to help me reach my educational goals.** Mean = 6.25, standard deviation = 1.054.

- **Q40. My academic advisor is knowledgeable about the transfer requirements of other schools.** Mean = 6.25, standard deviation = 1.124.

From a student perspective, the **five least important matriculation related items** were:

- **Q49. Admissions counselors respond to prospective students' unique needs and requests.** Mean = 5.98, standard deviation = 1.176.

- **Q63. I seldom get the "run-around" when seeking information on this campus.** Mean = 5.85, standard deviation = 1.299.

- **Q59. New student orientation services help students adjust to college.** Mean = 5.84, standard deviation = 1.373.

- **Q80. The new student orientation offered by Rio Hondo College is helpful.** Mean = 5.83, standard deviation = 1.412.

- **Q33. Admissions counselors accurately portray the campus in their recruiting practices.** Mean = 5.66, standard deviation = 1.339.

The one scale in the Noel-Levitz SSI that relates directly to matriculation is called "Academic Advising/Counseling," and includes seven questions. Rio Hondo students gave College "Academic Advising/Counseling" an average rating of 6.20 out of 7.00 on this scale, in terms

of importance. That was the highest scale rating of any of the 11 scales reported by Noel-Levitz for the 1999 Rio Hondo Student Satisfaction Inventory.

Rio Hondo Students' Satisfaction about College Matriculation. Rio Hondo students were generally "somewhat satisfied" with their College matriculation experiences. However, for any question between 10 percent and 25 percent of the students were "not satisfied at all" to "somewhat dissatisfied," so there is room for improvement. The entire set of 26 questions and the relative numbers of responses are shown on thirteen pages of Chart 2 in the attachments.

Rio Hondo students were **most satisfied**, on average, regarding the following five items:

- **Q35. Policies and procedures regarding registration and course selection are clear and well-publicized.** Mean = 5.35, standard deviation = 1.410.
- **Q74. There are sufficient degrees and programs offered at Rio Hondo College.** Mean = 5.27, standard deviation = 1.422.
- **Q15. I am able to register for classes that I need with few conflicts.** Mean = 5.26, standard deviation = 1.530.
- **Q75. The Transfer Center provides services which are helpful.** Mean = 5.20, standard deviation = 1.509.
- **Q40. My academic advisor is knowledgeable about the transfer requirements of other schools.** Mean = 5.20, standard deviation = 1.554.

The recent WASC accreditation site visit final report (January 2002) also complimented the College on clear statements in the catalog and class schedules of the policies and procedures regarding registration and class selection (and assessment and pre-requisite procedures).

Rio Hondo students were **least satisfied**, on average, regarding the following five items:

- **Q49. Admissions counselors respond to prospective students' unique needs and requests.** Mean = 4.86, standard deviation = 1.492, 15 percent "not satisfied at all" to "somewhat dissatisfied."
- **Q25. My academic advisor is concerned about my success as an individual.** Mean = 4.83, standard deviation = 1.650, 19 percent "not satisfied at all" to "somewhat dissatisfied."
- **Q33. Admissions counselors accurately portray the campus in their recruiting practices.** Mean = 4.73, standard deviation = 1.439, 13 percent "not satisfied at all" to "somewhat dissatisfied."
- **Q63. I seldom get the "run-around" when seeking information on this campus.** Mean = 4.71, standard deviation = 1.547, 18 percent "not satisfied at all" to "somewhat dissatisfied."

- **Q65. Students are notified early in the term if they are doing poorly in a class.** Mean = 4.59, standard deviation = 1.760, 25 percent "not satisfied at all" to "somewhat dissatisfied."

While "Classes are scheduled at times that are convenient for me" had a relatively high average satisfaction rating (Mean = 5.16, standard deviation = 1.644), fully 17 percent of the respondents were "not satisfied at all" to "somewhat dissatisfied" with class scheduling. That result indicates a split opinion, with only 11 percent of all students "neutral" on the matter.

Average satisfaction on the "Academic Advising/Counseling" scale was 5.06 (standard deviation 1.28), fourth highest of the 11 Noel-Levitz SSI scales. All but two of the items on the scale had average satisfaction ratings of 5.00 ("somewhat satisfied") or better. One of the two problem areas for academic advising/counseling were included above in the list of items on which students were least satisfied overall: "Q25. My academic advisor is concerned about my success as an individual." The other low item on the "Academic Advising/Counseling" scale was: "Q52. This school does whatever it can to help me reach my educational goals." (Mean = 4.94, standard deviation = 1.530, 14 percent of respondents "not satisfied at all" to "somewhat dissatisfied." These are both "soft" or general satisfaction kinds of questions that do not themselves suggest a ready response from the College to seek improvement. Further probing might be needed to determine what is underlying these two relatively lower satisfaction ratings on these "Academic Advising/Counseling" items.

Rio Hondo and National Opinions on Importance of Matriculation Related Items. The standard Noel-Levitz SSI report includes information on national community/junior/technical college group means on importance and satisfaction on all SSI items included in the standard survey form. Since Rio Hondo College in 1999 included four campus specific items related to matriculation, national comparative data on 22 of the 26 matriculation-related items being discussed in this report. The national comparisons are shown in Chart 3 of the attachments.

As the first of the three rightmost columns of Chart 3 indicates, **Rio Hondo College students agreed closely with their peers at a group of comparative national community/junior/technical colleges on the importance of matriculation related items.** Rio Hondo students rated only six items less important than the national group did, and usually the difference was 0.06 or less. However, **Rio Hondo students did rate the average importance of Question 63 "I seldom get the 'run-around' when seeking information on this campus" at 5.85, or 0.22 lower than the 6.07 national group rating.** Further research would be needed to determine why Rio students were reacting this way – were they not getting the 'run-around' much, were they simply used to it, or didn't know anything else?

Rio Hondo students matched the national group on importance ratings for two items, and felt that 14 items (and the Counseling/Advising scale) were more important to themselves than the national group of students did. Again, the differences in importance placed on items were generally small (0.01 to 0.09) with two exceptions. **Rio Hondo College students felt that the following items were more important to themselves than the national group of students did:**

- **Q50. Tutoring services are readily available** (RHC importance 6.06; national importance 5.95; difference 0.11).

- **Q40. My academic advisor is knowledgeable about the transfer requirements of other schools** (RHC importance 6.25; national importance 6.07; difference 0.18).

A speculative explanation for the tutoring service results is that Rio Hondo survives a student body that has either a) more first-generation in college students unsure of their academic ability, or b) more under-prepared students (or both) than most community colleges in the country do. The second result, however, underlines the importance to Rio Hondo students of trying to succeed at Rio Hondo and then transfer to a four college, and wanting information from their academic advisors about how to do that.

Rio Hondo and National Opinions on Satisfaction with Matriculation Related Items.
The middle of the rightmost columns of Chart 3 shows that on two items the average satisfaction of Rio Hondo college students was statistically significantly **higher** than that of students nationally. Compared to community/junior/technical college students nationally, **Rio Hondo College students were significantly more satisfied** on:

- **Q12. My academic advisor helps me set goals to work toward** (RHC average satisfaction 5.10, standard deviation 1.637; national average satisfaction 4.84, standard deviation 1.70).

- **Q40. My academic advisor is knowledgeable about the transfer requirements of other schools** (RHC average satisfaction 5.20, standard deviation 1.55; national average satisfaction 4.94, standard deviation 1.63).

These positive differences are underscored by the fact that Rio Hondo College students also felt that these two items were more important than was true nationally. Academic advisor knowledge of transfer requirements and helping students set goals toward which to work are star areas of the Rio Hondo matriculation effort.

On the other hand, **Rio Hondo College students were statistically significantly less satisfied than community/technical/junior college students nationally** on the following 15 items (ranked from least to most difference in satisfaction):

- **Q25. My academic advisor is concerned about my success as an individual** (RHC average satisfaction 4.83; national average satisfaction 4.95; difference –0.12 *).

- **Q49. Admissions counselors respond to prospective students' unique needs and requests** (RHC average satisfaction 4.86; national average satisfaction 4.98; difference –0.12 *).

- **Q32. My academic advisor is knowledgeable about my program requirements** (RHC average satisfaction 5.15; national average satisfaction 5.28; difference –0.13 *).

- **Q52. This school does whatever it can to help me reach my educational goals** (RHC average satisfaction 4.94; national average satisfaction 5.07; difference –0.13 *).

- **Q53. The assessment and course placement procedures are reasonable** (RHC average satisfaction 4.99; national average satisfaction 5.13; difference –0.14 **).

- **Q6. My academic advisor is approachable** (RHC average satisfaction 5.19; national average satisfaction 5.34; difference –0.15 **).

- **Q8. Classes are scheduled at times that are convenient for me** (RHC average satisfaction 5.16; national average satisfaction 5.33; difference –0.17 ***).

- **Q33. Admissions counselors accurately portray the campus in their recruiting practices** (RHC average satisfaction 4.73; national average satisfaction 4.92; difference –0.19 ***).

- **Q66. Program requirements are clear and reasonable** (RHC average satisfaction 5.19; national average satisfaction 5.41; difference –0.22 ***).

- **Q63. I seldom get the "run-around" when seeking information on this campus** (RHC average satisfaction 4.71; national average satisfaction 4.94; difference –0.23 ***).

- **Q5. The personnel involved in registration are helpful** (RHC average satisfaction 5.06; national average satisfaction 5.29; difference –0.23 ***).

- **Q41. Admissions staff are knowledgeable** (RHC average satisfaction 5.00; national average satisfaction 5.24; difference –0.24 ***).

- **Q46. Faculty provide timely feedback about student progress in a course** (RHC average satisfaction 4.91; national average satisfaction 5.17; difference –0.26 ***).

- **Q50. Tutoring services are readily available** (RHC average satisfaction 4.92; national average satisfaction 5.18; difference –0.26 ***).

- **Q65. Students are notified early in the term if they are doing poorly in a class** (RHC average satisfaction 4.59; national average satisfaction 4.86; difference –0.27 ***)

* Difference of RHC and national satisfaction scores statistically significant at the .05 level.
** Difference of RHC and national satisfaction scores statistically significant at the .01 level.
*** Difference of RHC and national satisfaction scores statistically significant at the .001 level.

If Rio Hondo College wants its students to be as satisfied with matriculation services as students of other community/junior/technical colleges in the country, then it would need to

work to improve student satisfaction in these fifteen areas. A particularly noticeable area seems to be that Rio Hondo students feel that it is less important than do those nationally that they "seldom get the 'run-around' when seeking information" on the campus, and yet they are significantly less satisfied than the national group. Is that lower satisfaction because of or in spite of their lower satisfaction levels? To answer that question one turns to the concept of "performance gap".

Rio Hondo and National "Performance Gaps" on Matriculation Related Questions.
The Noel-Levitz Student Satisfaction Inventory allows for calculation of a **"performance gap" score (importance rating minus satisfaction rating) to show how well the College is meeting student expectations overall. "A large performance gap score for an item (e.g., 1.5) indicates that the institution is not meeting students' expectations, whereas a small or zero gap score (e.g., .50) indicates that an institution is meeting students' expectations, and a negative gap score (e.g., -.25) indicates that an institution is exceeding students' expectations"** (Noel-Levitz 1999 "About the Student Satisfaction Inventory," page 1-1).

On the 26 matriculation-related items **the "performance gap" for Rio Hondo College was always positive, but the range of the "performance gap" at Rio Hondo College for the 26 items was 0.73 to 1.59, with the gap for most (16) items between 1.01 and 1.14 and only one large performance gap (of 1.59).**

Rio Hondo College **came closest to meeting its students' expectations** on these five items:

- **Q80. The new student orientation offered by Rio Hondo College is helpful** (a College specific question – performance gap 0.73).
- **Q35. Policies and procedures regarding registration and course selection are clear and well-publicized** (performance gap 0.80).
- **Q59. New student orientation services help students adjust to college** (performance gap 0.81).
- **Q33. Admissions counselors accurately portray the campus in their recruiting practices** (performance gap 0.93).
- **Q66. Program requirements are clear and reasonable** (performance gap 0.99).

Rio Hondo College did **least well in meeting its students' expectations** on these five items:

- **Q46. Faculty provide timely feedback about student progress in a course** (performance gap 1.16).
- **Q25. My academic advisor is concerned about my success as an individual** (performance gap 1.27).
- **Q52. This school does whatever it can to help me reach my educational goals** (performance gap 1.31).

- **Q8. Classes are scheduled at times that are convenient for me** (performance gap 1.32).

- **Q65. Students are notified early in the term if they are doing poorly in a class** (performance gap 1.59).

The Rio Hondo "performance gaps" on all 26 SSI items and comparative national "performance gaps" on 22 of the items are shown in Chart 3 in the attachments. Chart 3 also shows in the very rightmost column whether the College is doing "better" than or "less well than" the national comparative community college group in meeting students' expectations on the 22 standard questionnaire items. **When the Rio Hondo College "performance gap" minus the national "performance gap" is positive, Rio Hondo is doing "worse" than the national group on an item (because it has a greater performance gap than the national group does). When the difference is negative, Rio Hondo is doing "better than" the national comparative group in meeting its own students expectations.**

On the 22 items with national comparative data the "performance gap" was also always positive nationally. For the national comparison group, the "performance gap" ranged between 0.70 and 1.30, with 13 items having gaps below 1.00 and 9 items with gaps between 1.00 and 1.30. It is therefore apparently the case nationally that community colleges are often not able to meet students' expectations on these matriculation-related items.

Comparison of the performance gaps at Rio Hondo College to those nationally, however, also demonstrates that **for all but three of the 22 items Rio Hondo has a larger "performance gap" than does the group of national community/junior/technical colleges. This indicates that Rio Hondo College is doing relatively less well in meeting its students' expectations than the national group of community/junior/technical colleges are in meeting their students' expectations.** Rio Hondo would have to do a better job of meeting the stated needs of its own students in order to match or do better than the national "norms" on most items.

The "performance gap" is greatest at Rio Hondo College, in comparison to that at the national comparative colleges, on these seven items (largest to smallest difference in gaps):

- **Q50. Tutoring services are readily available** (RHC performance gap 1.14; national performance gap 0.77; difference in gaps 0.37).

- **Q65. Students are notified early in the term if they are doing poorly in class** (RHC performance gap 1.59; national performance gap 1.30; difference in gaps 0.29).

- **Q41. Admissions staff are knowledgeable** (RHC performance gap 1.10; national performance gap 0.85; difference in gaps 0.25).

- **Q 8. Classes are scheduled at times that are convenient for me** (RHC performance gap 1.32; national performance gap 1.12; difference in gaps 0.20).

- **Q46. Faculty provide timely feedback about student progress in a course** (RHC performance gap 1.16; national performance gap 0.96; difference in gaps 0.20).

- **Q49. Admissions counselors respond to prospective students' unique needs and requests** (RHC performance gap 1.12; national performance gap 0.92; difference in gaps 0.20).

- **Q53. The assessment and course placement procedures are reasonable** (RHC performance gap 1.02; national performance gap 0.82; difference in gaps 0.20).

Combining the Information – Mind the Gaps as well as the Satisfaction Levels. Those who ride the London "Tube" subway system are consistently reminded to "mind the gap" as they step between the train and the platform. Rio Hondo College might also be urged to "mind the gap" – the "performance gap" on each item between importance and satisfaction levels of its students, as well as the "gap" between its "performance gap" and the national "performance gap" on each item in deciding what to do in response to this wealth of matriculation related information. Looking at satisfaction levels of Rio Hondo students only does not provide enough information to back an action decision. For example, Question 63 "I seldom get the 'run-around' when seeking information on this campus" was one of the areas in which Rio Hondo student satisfaction differed most from the importance that students placed on the matter. Yet that was also true nationally, and the difference of 0.01 between the Rio Hondo "performance gap" and the national "performance gap" fell far short of making the "greatest gap in gaps" list in the last section. Simply put, even though it is the item that students rate second lowest in satisfaction, Rio Hondo is doing about as well on this as other Colleges in the country. It is therefore questionable whether it is desirable to put a lot (instead of a little) additional resources toward improving student satisfaction with not getting "run-arounds."

Before dealing with two of the other "low satisfaction" items, Rio Hondo College might do well to seek additional information about what students mean. Rio Hondo students only rate Question 33 "Admissions counselors accurately portray the campus in their recruiting practices" only slightly less important than their peers nationally, and are significantly less satisfied than their peers, but the performance gap at Rio Hondo does not make the "greatest gap in gaps" list when comparing the Rio Hondo to the national performance gap. The question to pursue qualitatively with students would be in what ways do the Admissions counselors not accurately portray the campus in their recruiting practices? Qualitative research into that question (perhaps through a focus group) would help guide the College toward more focused action.

Similarly, Question 25 "My academic advisor is concerned about my success as an individual" is one that Rio Hondo students rate slightly higher in importance than their peers nationally, and are significantly (but only somewhat) less satisfied than their peers. The difference in Rio Hondo and national performance gaps again does not make the "greatest gap in gaps" list. So what is it that academic advisors are doing (or not doing) that makes the Rio Hondo students less satisfied than their peers? It would be desirable to gather further

qualitative information before putting a lot of additional resources into trying to improve student satisfaction on this item.

Question 41 "Admissions staff are knowledgeable" did make the "greatest gap in gaps" list, Rio Hondo students consider it only slightly more important than their peers do nationally, and are significantly less satisfied than their peers – but the satisfaction level on this item did not make the "least satisfied" list for Rio Hondo. It might be best to ask the students "in what ways do you expect Admissions staff to be knowledgeable" and don't find them so? It might also be important to probe whether or how the Rio Hondo responses to this question relate to those to Question 33.

Similarly, Question 8 "Classes are scheduled at times that are convenient to me" also made the "greatest gap in gaps" list, Rio Hondo students consider it to be slightly more important to them than their peers do, and are significantly less satisfied than their peers are – but the overall satisfaction level makes neither the "most satisfied" nor the "least satisfied" lists at Rio Hondo. It could be that some subgroup among the student sampled is unhappy with class scheduling. Rio Hondo might do well to probe a random sample of its students further on this matter before proceeding with any drastic changes in the class scheduling. Why does the gap exist and can the College do anything about it?

This leaves, then, **five items that have a) low average satisfaction levels among Rio Hondo students, b) relatively large performance gaps at Rio Hondo, and c) are on the "greatest gap in gaps" list in the last section. I recommend that the College address these matriculation items in terms of action priority, in the order of the Rio Hondo performance gaps**:

- **Q65. Students are notified early in the term if they are doing poorly in class** (RHC performance gap 1.59; national performance gap 1.30; difference in gaps 0.29).
- **Q46. Faculty provide timely feedback about student progress in a course** (RHC performance gap 1.16; national performance gap 0.96; difference in gaps 0.20).
- **Q50. Tutoring services are readily available** (RHC performance gap 1.14; national performance gap 0.77; difference in gaps 0.37).
- **Q49. Admissions counselors respond to prospective students' unique needs and requests** (RHC performance gap 1.12; national performance gap 0.92; difference in gaps 0.20).
- **Q53. The assessment and course placement procedures are reasonable** (RHC performance gap 1.02; national performance gap 0.82; difference in gaps 0.20).

The College has in fact already begun addressing the first item – early notification of poor performance in class. Institutional Research did a thorough analysis of "Academic Assistance System" (early warning of potential academic problems) data in fall 2001 as part of the program review of the Counseling program. The analysis revealed that many withdrawals from courses (and from the College) occurred both before and after early academic warning

system letters were sent to students. One of the responses to the analysis and self-assessment by the Counseling staff has been earlier mail-out of Academic Assistance System letters in spring 2002.

Overview of Variations by Gender, Ethnicity, Age and Disability. While statistical analysis of all 26 questions did yield some statistically significant variations in importance or satisfaction by gender, ethnicity, age, or self-reported disability status, all of the variations correlated weakly. In fact the correlations were so weak that they might be statistical anomalies of this particular sample, since gender, ethnicity, age or disability account for so little of the response variations. They are mentioned here simply because of the importance placed in Title V and in matriculation regulations on being vigilant against gender, ethnicity, age, or disability bias. **Especially when discussing variations that different student subgroups have to the importance of the 26 matriculation items, the reader should recall that only one to five percent of the students rated the SSI items "not important at all" to "somewhat unimportant."** In fact, the few responses in that range of "not important at all" to "somewhat unimportant" were lumped together before checking correlations, in order to meet the expected cell size criteria for chi-square statistical testing. **Therefore statistically significant variations in importance are primarily driven by responses of "neutral" to "very important."**

On the other hand, 10 to 25 percent of the students were "not satisfied at all" or "somewhat dissatisfied" on the matriculation related questions. The discussion below will **highlight those items on which satisfaction variations were on the "somewhat dissatisfied" to "not satisfied at all" side of the seven point scale, and those in which satisfaction variations rather highlighted differences on the "neutral" to "very satisfied" side of the scale.** Since there were so few students who were "not satisfied at all" with Rio Hondo matriculation services, those responses were lumped with the "not very satisfied" responses before checking for statistically significant correlations.

All response distributions are shown in the attachments, along with statistics regarding statistical significance and strength of correlations. However, only those correlations that account for approximately three percent of the variance or more (i.e., Cramer's V or Phi is .173 or greater), and have distributions that are statistically significantly different from chance (Pearson's Chi-Square with a probability of .05 or less) will be highlighted in the discussion.

Variations by Gender Regarding Importance of Matriculation. As shown in Chart 4 in the attachments, women and men differed very weakly but statistically significantly on the **importance** of all but three of the matriculation rated items. Women and men do essentially agree on the importance placed on these three items: admissions counselors' portrayal of the campus in their recruiting practices, the helpfulness of Rio Hondo College new student orientation, and the knowledge that academic advisors have about the transfer requirements of other schools.

Otherwise women have a slightly different perception of the importance of matriculation than do men. Statistically significant correlations depend on the overall distribution of responses rather than any individual response cell, but in every correlation regarding importance of

matriculation items greater proportions of women than men declared the item to be "very important" to them. Usually over half of the women say that any item is "very important" (see attachment for details). **The only correlation that accounts for more than three percent of the variance is "My academic advisor helps me set goals to work toward." Women are more likely to stress the importance of this academic advisor role than men are.**

Question *** significant at .001 level	Percent of Women responding "very important"	Percent of Men responding "very important"	Overall percents of "very important" responses
Q 12. My academic advisor helps me set goals to work toward (Cramer's V = .201 ***)	64.6 %	48.8 %	57.5 %

Variations by Gender Regarding Satisfaction with Matriculation. When we turn our attention to **satisfaction** differences, there are fewer instances in which women respond differently than men. For 12 of the 26 questions, women and men essentially agreed in their satisfaction levels. **For 14 questions, however, there was a statistically significant, but always weak or very weak difference by gender in satisfaction levels** (see Chart 5 in the attachments for details). The pattern underlying the correlations was consistent. **Greater proportions of women than men were always "very satisfied," and usually also "satisfied."** Greater proportions of men than women were often either "neutral" or "somewhat satisfied." **Differences between women and men on the "neutral" to "very satisfied" side of the distribution accounted for much of the gender difference.** Since women often felt matriculation items were more important than men did, it is positive for the College that they were also generally more satisfied than the men.

However, **greater proportions of men than women were "somewhat dissatisfied" to "not satisfied at all" on these 14 questions.** For men the percentage of "somewhat dissatisfied" to "not satisfied at all" was 12 percent to 23 percent, with 15 percent or less in that range on seven of the questions, and 16 percent or more on the other seven. For women, on the other hand, the percentage who were "somewhat dissatisfied" to "not satisfied at all" fell only between 6 percent and 16 percent, with 10 percent or less in that range on seven of the questions, and 11 percent or more on the other seven.

On only one question, however, did gender account for about three percent of the variation in responses.

- **19 percent of the men and 8 percent of the women were "somewhat dissatisfied" to "not satisfied at all" that "Admissions counselors accurately portray the campus in their recruiting practices" (Question 33).**

- **29 percent of the men but 41 percent of the women were "satisfied" to "very satisfied" on this measure.**

Those doing admissions outreach might try to find out from the men in what ways men feel that Rio Hondo was not accurately portrayed to them.

Variations by Ethnicity Regarding Importance of Matriculation. The Noel-Levitz survey provided 6 possible choices for "Ethnicity/Race," and a "Prefer not to respond" category. In order to have sufficient cell size to check for statistical significance, however, "African-American" and "American Indian or Alaskan Native" were combined with the "Other" category, and students who checked "Prefer not to respond" were excluded from the analysis (as were those who checked no category on this question). This left categories of "Asian or Pacific Islander," "White," "Hispanic," and "Other" that were analyzed for ethnic variations. In addition, and also to have sufficient cell size for statistical testing, the categories "somewhat unimportant," "not very important," and "not important at all" were collapsed into a single category "somewhat unimportant or less. Finally, and for similar reasons, the "not satisfied at all" and "not very satisfied" responses were also collapsed together before doing statistical testing.

Following all of that recoding, Chi-square testing revealed statistically significant differences regarding importance for nine questions (see Chart 4 in the attachments for details), but the Cramer's V correlations were always very weak. In all cases **ethnicity accounted for less than two percent of the variation in importance responses**, so will not be discussed further here.

Variations by Ethnicity Regarding Satisfaction with Matriculation. There were statistically significant but weak differences by ethnicity on 18 of the 26 matriculation related questions in the Noel-Levitz Survey (see Chart 6 in the attachments for details). The differences may well be statistical anomalies, since they are so weak, but they did reveal an interesting pattern. The responses of the Asian/Pacific Islander group looked more like the classic "bell curve," with the most responses in the "neutral" or "somewhat satisfied" categories, but some responses in each category. The responses of Hispanics, Whites, and Others, on the other hand, tended to either be skewed to the right, with peaks on the "satisfied" category, or have high response rates on both "neutral" and "satisfied" categories. In no instance, however, did ethnicity account for more than about 2.2 percent of the variation in responses. Further quantitative or qualitative research might reveal whether these subtle differences relate to possible differences in majors favored by specific ethnic subgroups, or reasons for attending college (e.g., transfer versus obtaining a vocational credential and finding work) that could differ across ethnic subgroups.

Since the College has so many Hispanics attending it (and in the Noel-Levitz sample) that is the group that tends to drive the overall distribution of responses. Between 430 and 559 Hispanics expressed their opinions regarding satisfaction with each of the matriculation related items considered in this report. On the other hand, between 114 and 138 Asian and Pacific Islanders, between 47 and 82 Whites, and between 47 and 63 in the "Other" category responded. The smaller the ethnic subgroup, the greater the impact of only a few negative or positive responses might have on the percentage distributions. **What the statistics are picking up, then, are mostly small differences by ethnicity in the overall pattern, with (again) most of the variation on the "neutral" to "very satisfied" side.**

Nationally and at some Universities and Colleges in the region, Hispanics are known to be significantly more likely to be the first in their families to attend college. Whites are currently least likely to be first in their families to attend college, with African-Americans and some (but not all) Asians often having parents who at least attempted and may have completed college. It might be interesting to pursue further research to see if familiarity of other family members with college contributed to the "satisfied" variations that concern "knowing the system" and expectations of being at a College, or of knowing which services are available and how best to use them. First generation in college students often lack precisely that kind of knowledge or information, and since the families of such students also have little or no experience with college, they are especially dependent on College communication and services. Since it has a large number of first generation in College students, and since these are liable to be traditionally under-represented minority students, Rio Hondo should continue to be extra vigilant on making such information and knowledge available to all students.

Variations by Age Regarding Importance of Matriculation. In order to explore age variations in responses to the Noel-Levitz matriculation related questions four age groups were created from the data: 18 and under, 19 to 24, 24 to 34, and 35 or older. Because few students felt any of the matriculation related items were "somewhat unimportant" or less, the response categories "somewhat unimportant," "not very important," and "not important at all" were combined before checking for statistical significance. Also, because relatively few students were "not satisfied at all" or "not very satisfied" concerning the matriculation related questions; these two categories were combined before checking for statistical significance.

Students differed very weakly but significantly by age group on the **importance** of only three items (see Chart 4 in the attachments for details). **In no instance did the variation by age account for more than about one percent of the variation in importance responses.** Other variables, such as educational goal (including intent to transfer) correlate with age. Is educational goal an intervening variable in the correlation of age with perceptions of the importance of the two questions related to transfer? It turned out to be impossible to validate this statistically because of small sample size problems, but cross-tabulations of age, educational goal, and importance attached to questions 40 and 75 suggested **two hypotheses that might deserve further research. The first hypothesis is that for the two age groups 19 to 24 and 25 to 34, having a transfer goal or seeking an Associates degree correlates with the importance attached to academic advisors being knowledgeable about the transfer requirements of other schools. The second hypothesis is that for the two older age groups (who are less likely to have a transfer goal), but not for the two younger age groups (who are more likely to have a transfer goal), having transfer as a goal correlates with the importance attached to the helpfulness of Transfer Center services.** If pursued, such research might also seek to determine if the importance placed on Transfer Center helpfulness and knowledge of academic advisors about transfer requirements of other schools relates to the possibility that students of different ages might have different possibilities of changing their minds about their educational goals.

Variations by Age Regarding Satisfaction with Matriculation. Age correlated significantly but very weakly with student satisfaction regarding eight matriculation related questions (see Chart 7 in the attachments for details). **In no case, however, does age account**

for more than about 2.4 percent of the variation in the responses. It is possible that the influences of other intervening variables that correlate with age are being reflected in these very weak results by age.

Variations by Disability Status Regarding Importance of Matriculation. The Noel-Levitz Student Satisfaction Inventory allows students to self-identify themselves "Yes" or "No" in response to the question "Physical disability or a diagnosed learning disability?" **Students who said "Yes" they had a physical or diagnosed learning disability differed significantly from those that did not concerning the importance of 11 survey items (see Chart 4 in the attachments for details). The correlations, however, were all weak to very weak.**

On only one question did disability status account for more that three percent of the observed variation in responses. **Students who said they were disabled were more likely than those who were not to say that "Q59. New student orientation services help students adjust to college" was "somewhat unimportant," "not very important," or "not important at all"** (Pearson Chi-Square = 26.246, df = 4, 2 cells (20 %) have expected counts less than 5, $p < .001$, Cramer's V = .183, $p < .001$). The "lack of importance" ratings were at the expense of the "neutral" category, rather than at the expense of the "somewhat important," "important," and "very important" categories. While one might expect those with physical or learning disabilities to have more need for new student orientation services, it is possible that these students have that need met through programs such as EOPS rather than through general new student orientation services. If this is so, they might place less emphasis on the important of "new student orientation services" in general.

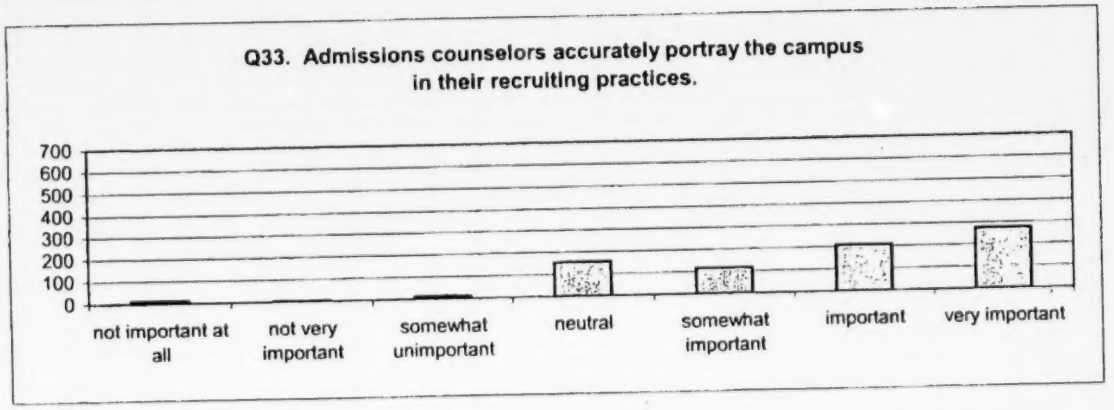
Variations by Disability Status Regarding Satisfaction with Matriculation. Students with disabilities differ significantly from those without disabilities on only three matriculation-related items (see Chart 8 in the attachments for details) in regards to satisfaction, but the correlations were always very weak. In all three cases, disability status accounted for less than two percent of the variation in the distributions.

Further details and specifics can be gleaned from the extensive series of tables and graphs in the attached Charts.

Attachments

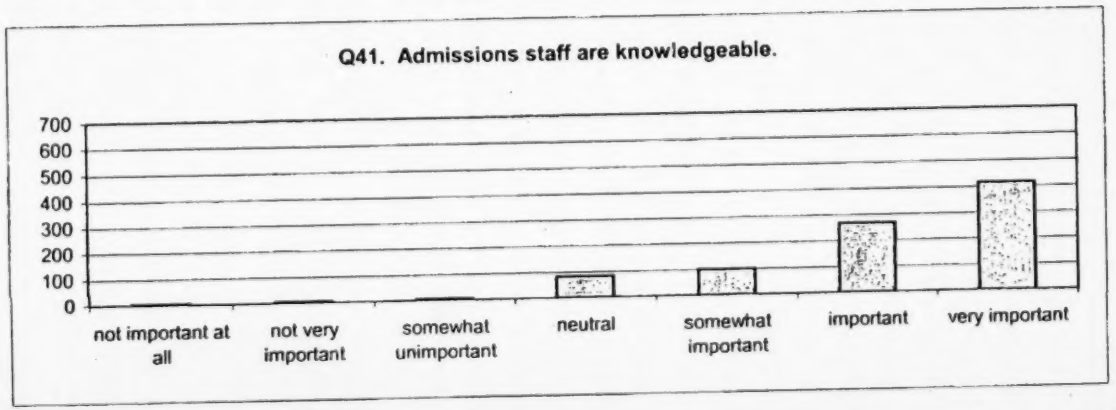
CHART 1
NOEL-LEVITZ STUDENT SATISFACTION INVENTORY
FALL 1999 MATRICULATION RELATED RESULTS
IMPORTANCE TO RIO HONDO COLLEGE STUDENTS

Admissions



Percent "not important at all" to Percent "somewhat unimportant"	Percent Neutral	Percent "somewhat important" to Percent "very important"	Avg. Rating	S.D.
4%	20%	76%	5.66	1.339

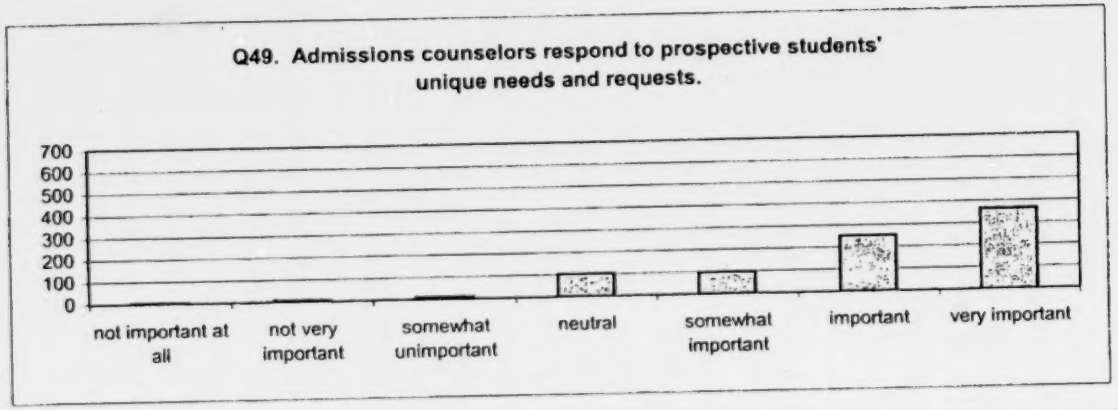
Q33. Admissions counselors accurately portray the campus in their recruiting practices.



Percent "not important at all" to Percent "somewhat unimportant"	Percent Neutral	Percent "somewhat important" to Percent "very important"	Avg. Rating	S.D.
2%	10%	89%	6.10	1.101

Q41. Admissions staff are knowledgeable.

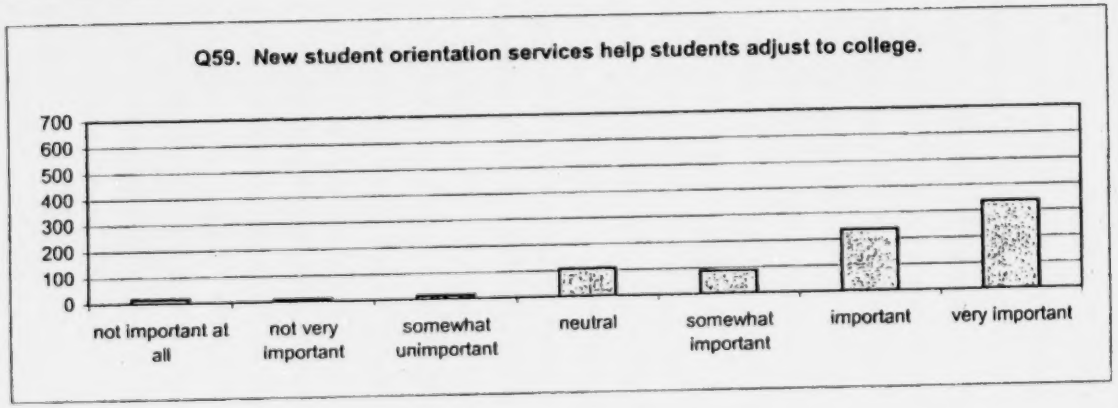
CHART 1
NOEL-LEVITZ STUDENT SATISFACTION INVENTORY
FALL 1999 MATRICULATION RELATED RESULTS
IMPORTANCE TO RIO HONDO COLLEGE STUDENTS



Percent "not important at all" to Percent "somewhat unimportant"	Percent Neutral	Percent "somewhat important" to Percent "very important"	Avg. Rating	S.D.
3%	12%	85%	5.98	1.176

Q49. Admissions counselors respond to prospective students' unique needs and requests.

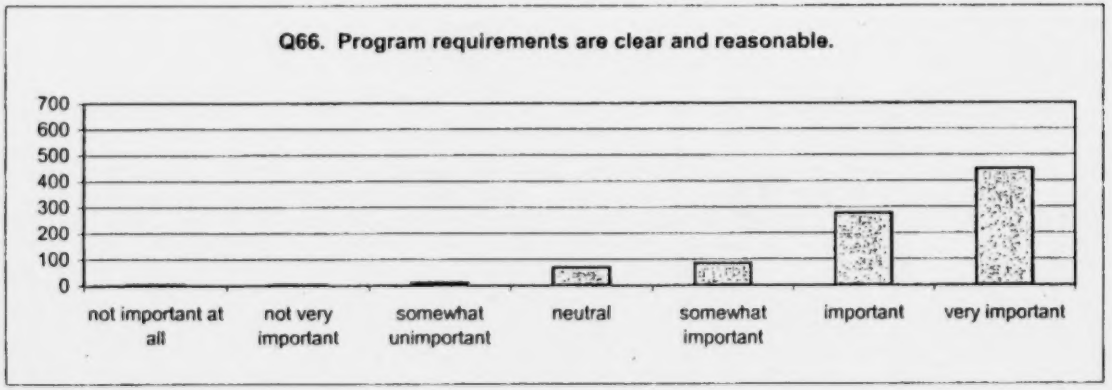
Orientation



Percent "not important at all" to Percent "somewhat unimportant"	Percent Neutral	Percent "somewhat important" to Percent "very important"	Avg. Rating	S.D.
5%	13%	82%	5.84	1.373

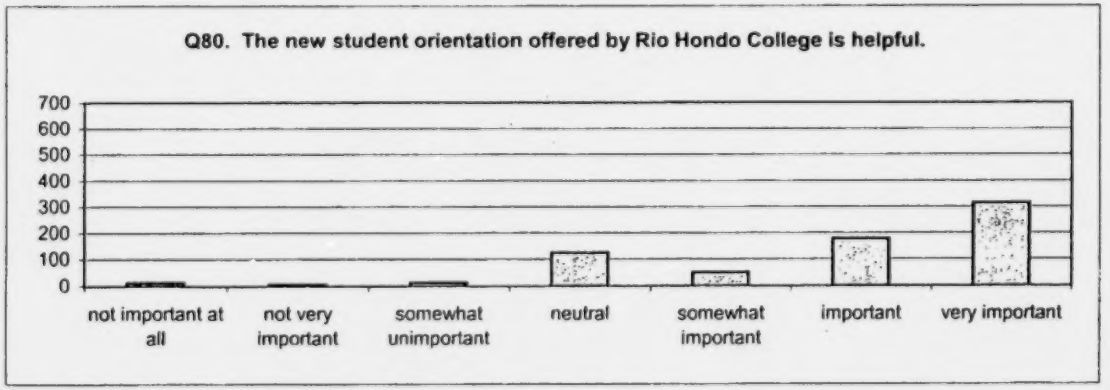
Q59. New student orientation services help students adjust to college.

CHART 1
NOEL-LEVITZ STUDENT SATISFACTION INVENTORY
FALL 1999 MATRICULATION RELATED RESULTS
IMPORTANCE TO RIO HONDO COLLEGE STUDENTS



Percent "not important at all" to Percent "somewhat unimportant"	Percent Neutral	Percent "somewhat important" to Percent "very important"	Avg. Rating	S.D.
2%	8%	90%	6.18	1.071

Q66. Program requirements are clear and reasonable.

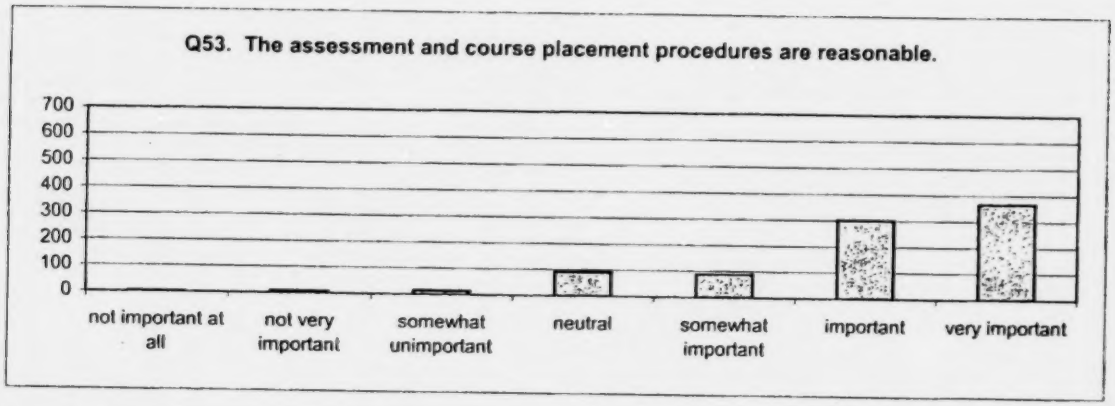


Percent "not important at all" to Percent "somewhat unimportant"	Percent Neutral	Percent "somewhat important" to Percent "very important"	Avg. Rating	S.D.
5%	18%	78%	5.83	1.412

Q80. The new student orientation offered by Rio Hondo College is helpful.

CHART 1
NOEL-LEVITZ STUDENT SATISFACTION INVENTORY
FALL 1999 MATRICULATION RELATED RESULTS
IMPORTANCE TO RIO HONDO COLLEGE STUDENTS

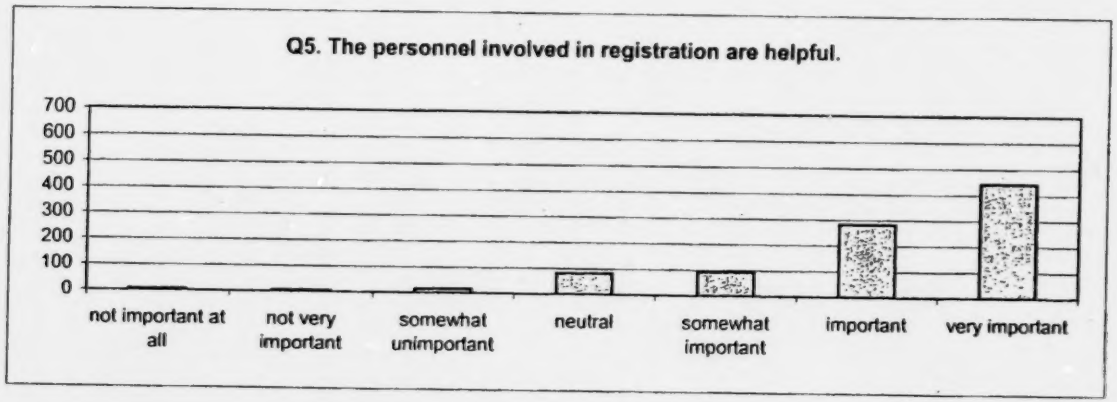
Assessment



Q53. The assessment and course placement procedures are reasonable.

Percent "not important at all" to Percent "somewhat unimportant"	Percent Neutral	Percent "somewhat important" to Percent "very important"	Avg. Rating	S.D.
3%	10%	87%	6.01	1.135

Registration



Q5. The personnel involved in registration are helpful.

Percent "not important at all" to Percent "somewhat unimportant"	Percent Neutral	Percent "somewhat important" to Percent "very important"	Avg. Rating	S.D.
3%	9%	88%	6.09	1.160

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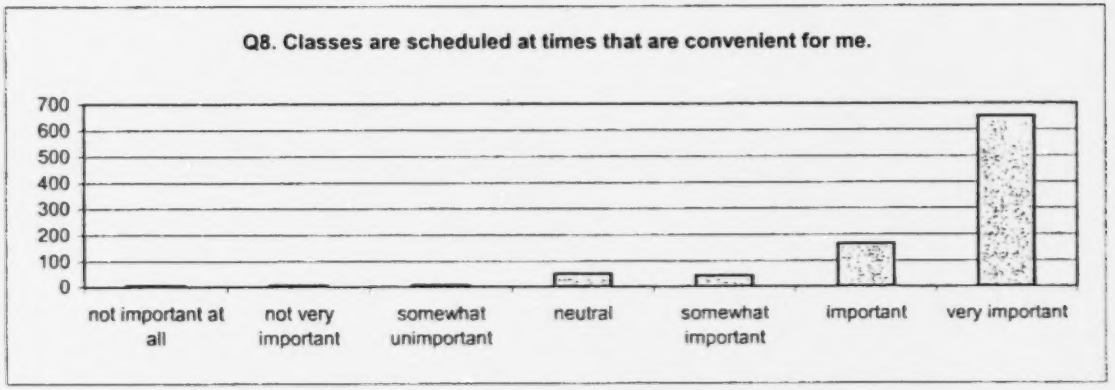
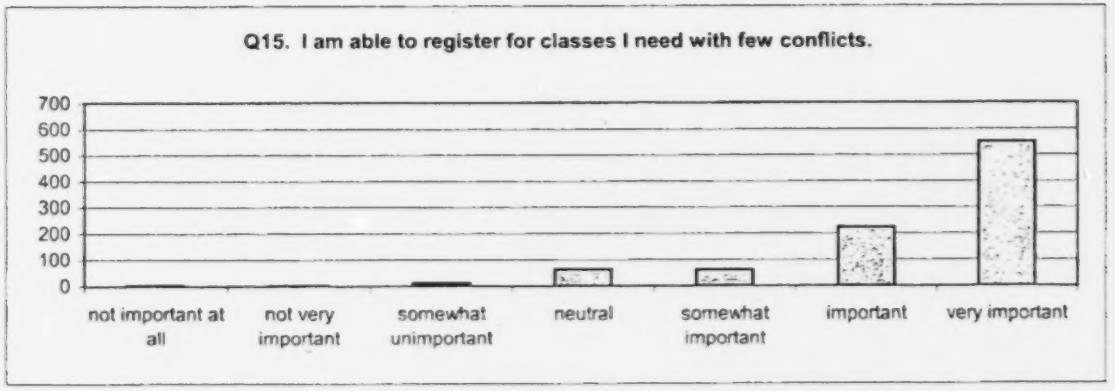


	Percent "not important at all" to Percent "somewhat unimportant"	Percent Neutral	Percent "somewhat important" to Percent "very important"	Avg. Rating	S.D.
Q8. Classes are scheduled at times that are convenient for me.	2%	6%	93%	6.48	0.998



	Percent "not important at all" to Percent "somewhat unimportant"	Percent Neutral	Percent "somewhat important" to Percent "very important"	Avg. Rating	S.D.
Q15. I am able to register for classes I need with few conflicts.	2%	7%	91%	6.33	1.036

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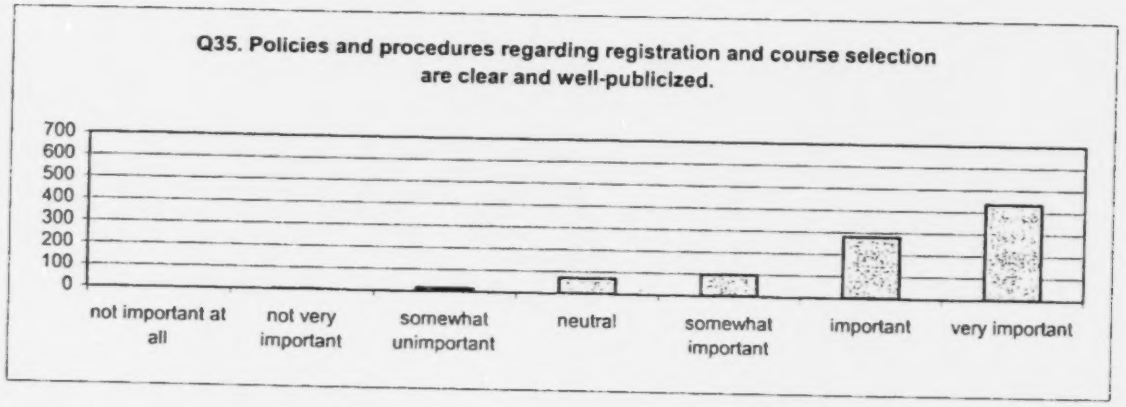
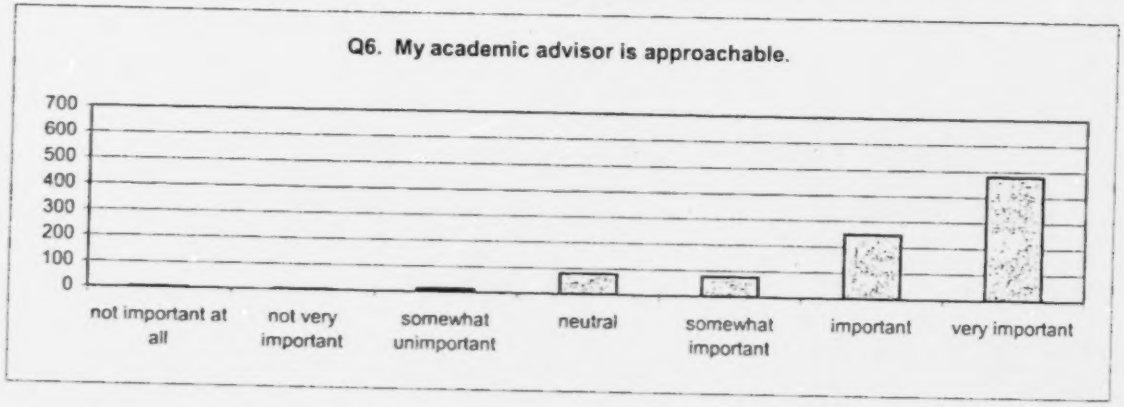


	Percent "not important at all" to Percent "somewhat unimportant"	Percent Neutral	Percent "somewhat important" to Percent "very important"	Avg. Rating	S.D.
Q35. Policies and procedures regarding registration and course selection are clear and well-publicized.	2%	8%	90%	6.15	1.046

Counseling/Advising (SSI Academic Advising/Counseling Scale Items)

6.20



	Percent "not important at all" to Percent "somewhat unimportant"	Percent Neutral	Percent "somewhat important" to Percent "very important"	Avg. Rating	S.D.
Q6. My academic advisor is approachable.	2%	9%	89%	6.21	1.079

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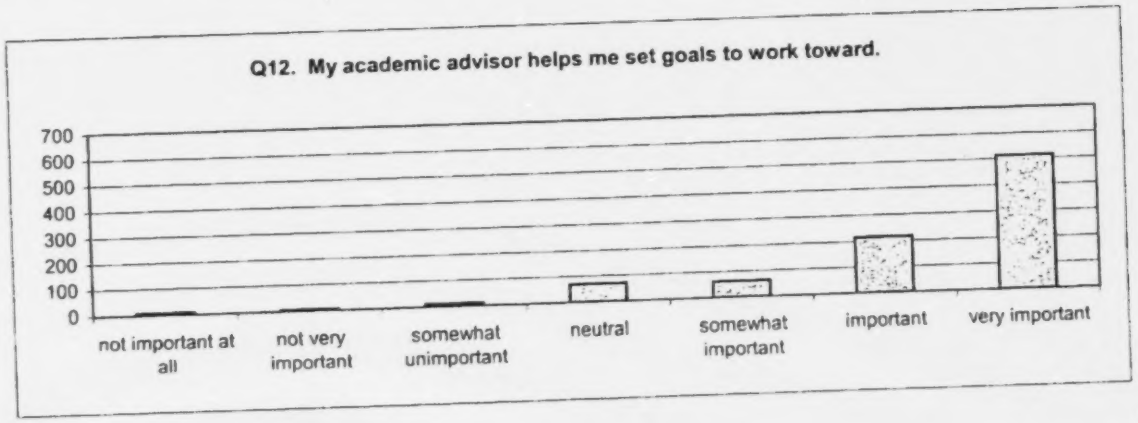
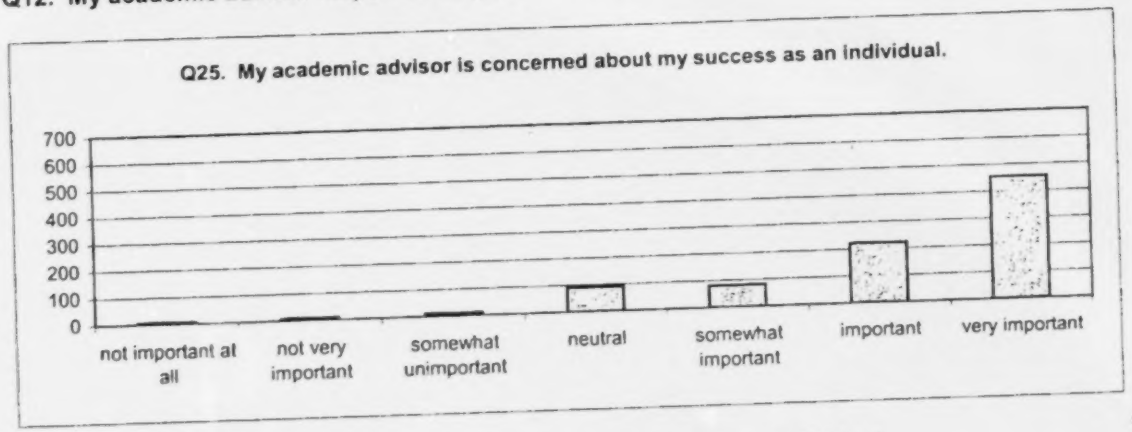


Q12. My academic advisor helps me set goals to work toward.

Percent "not important at all" to Percent "somewhat unimportant"	Percent Neutral	Percent "somewhat important" to Percent "very important"	Avg. Rating	S.D.
3%	8%	89%	6.24	1.164



Q25. My academic advisor is concerned about my success as an individual.

Percent "not important at all" to Percent "somewhat unimportant"	Percent Neutral	Percent "somewhat important" to Percent "very important"	Avg. Rating	S.D.
3%	10%	87%	6.10	1.223

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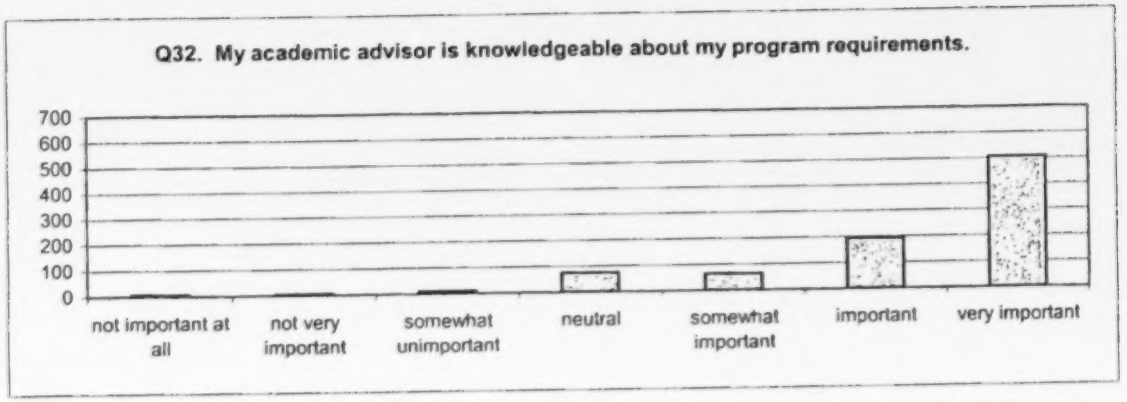
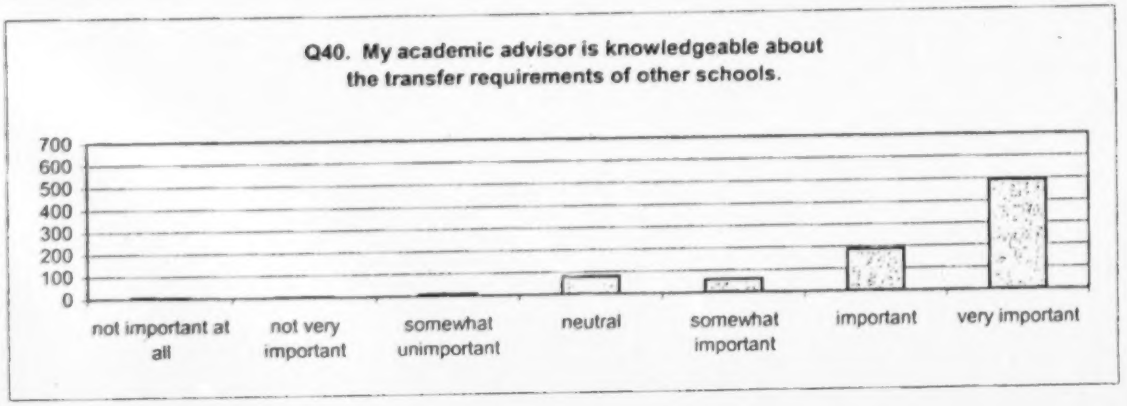
FALL 1999 MATRICULATION RELATED RESULTS
IMPORTANCE TO RIO HONDO COLLEGE STUDENTS



Percent "not important at all" to Percent "somewhat unimportant"	Percent Neutral	Percent "somewhat important" to Percent "very important"	Avg. Rating	S.D.
2%	9%	89%	6.24	1.155

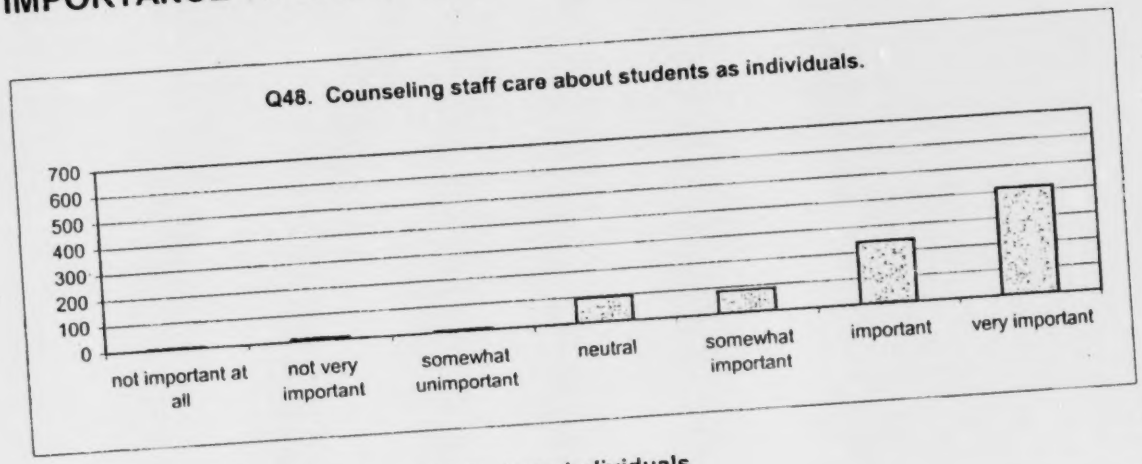
Q32. My academic advisor is knowledgeable about my program requirements.



Percent "not important at all" to Percent "somewhat unimportant"	Percent Neutral	Percent "somewhat important" to Percent "very important"	Avg. Rating	S.D.
2%	10%	89%	6.25	1.124

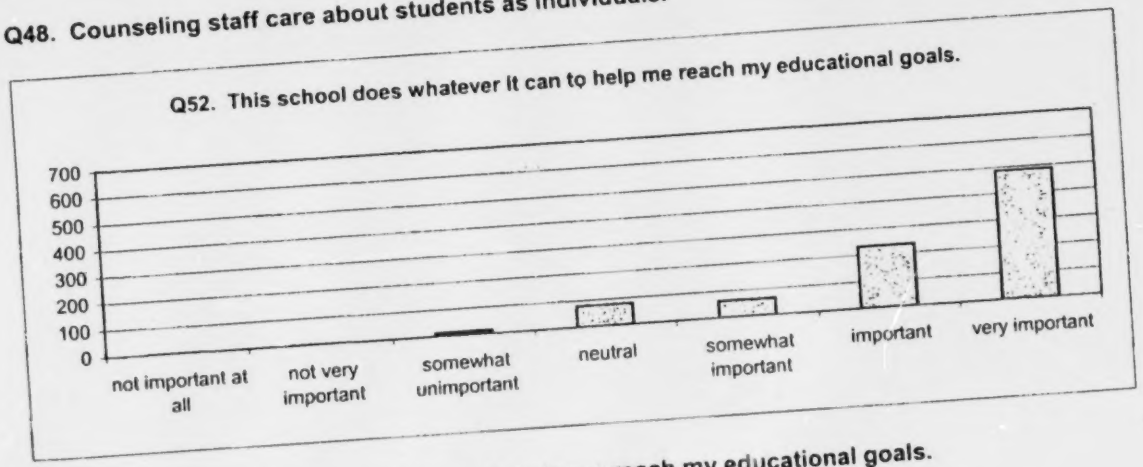
Q40. My academic advisor is knowledgeable about the transfer requirements of other schools.

CHART 1
NOEL-LEVITZ STUDENT SATISFACTION INVENTORY
FALL 1999 MATRICULATION RELATED RESULTS
IMPORTANCE TO RIO HONDO COLLEGE STUDENTS



Percent "not important at all" to Percent "somewhat unimportant"	Percent Neutral	Percent "somewhat important" to Percent "very important"	Avg. Rating	S.D.
2%	11%	87%	6.08	1.159

Q48. Counseling staff care about students as individuals.

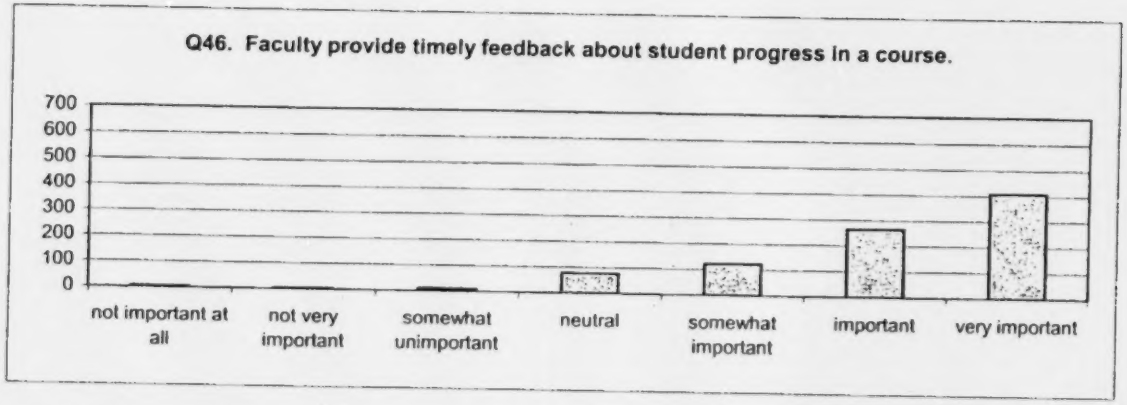


Percent "not important at all" to Percent "somewhat unimportant"	Percent Neutral	Percent "somewhat important" to Percent "very important"	Avg. Rating	S.D.
2%	9%	89%	6.25	1.054

Q52. This school does whatever it can to help me reach my educational goals.

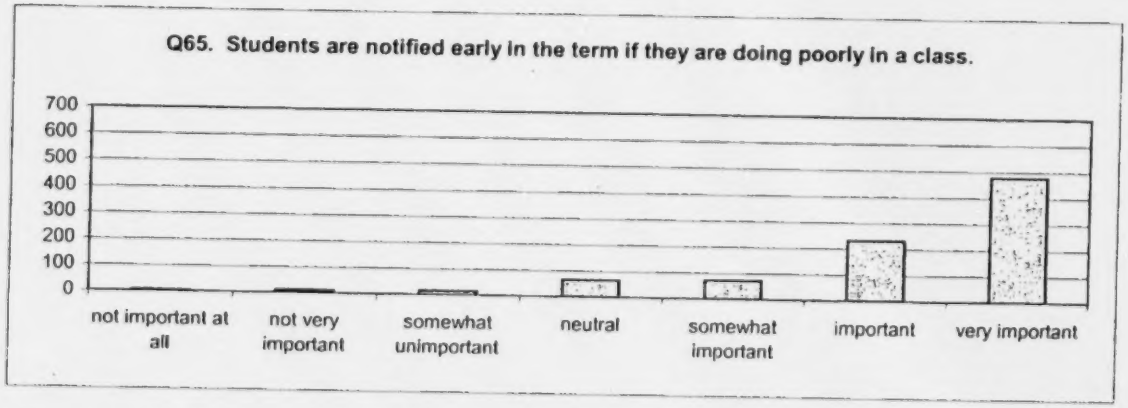
CHART 1
NOEL-LEVITZ STUDENT SATISFACTION INVENTORY
FALL 1999 MATRICULATION RELATED RESULTS
IMPORTANCE TO RIO HONDO COLLEGE STUDENTS

Follow-up



Q46. Faculty provide timely feedback about student progress in a course.

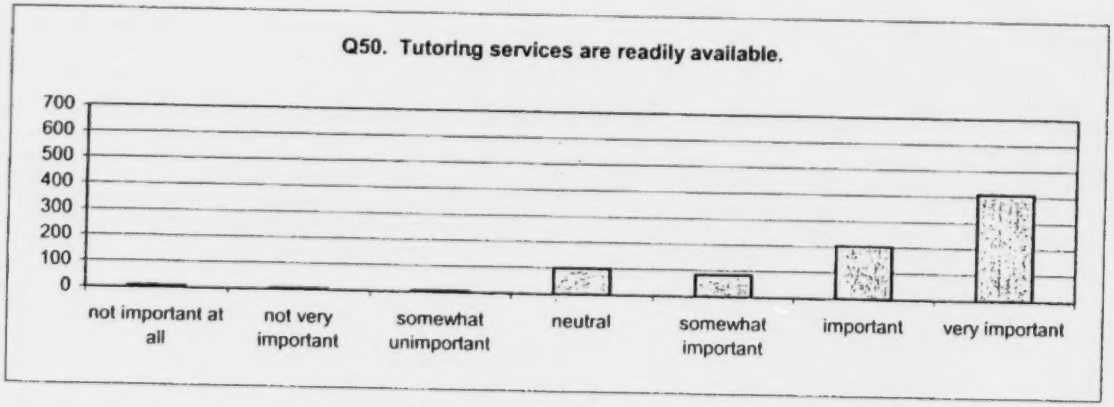
Percent "not important at all" to Percent "somewhat unimportant"	Percent Neutral	Percent "somewhat important" to Percent "very important"	Avg. Rating	S.D.
2%	9%	89%	6.07	1.110



Q65. Students are notified early in the term if they are doing poorly in a class.

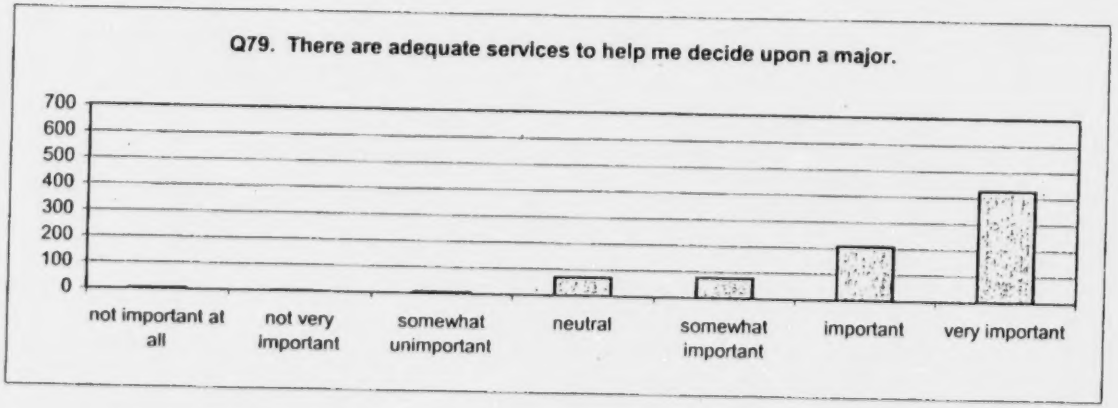
Percent "not important at all" to Percent "somewhat unimportant"	Percent Neutral	Percent "somewhat important" to Percent "very important"	Avg. Rating	S.D.
4%	8%	89%	6.18	1.185

CHART 1
NOEL-LEVITZ STUDENT SATISFACTION INVENTORY
FALL 1999 MATRICULATION RELATED RESULTS
IMPORTANCE TO RIO HONDO COLLEGE STUDENTS



Q50. Tutoring services are readily available.

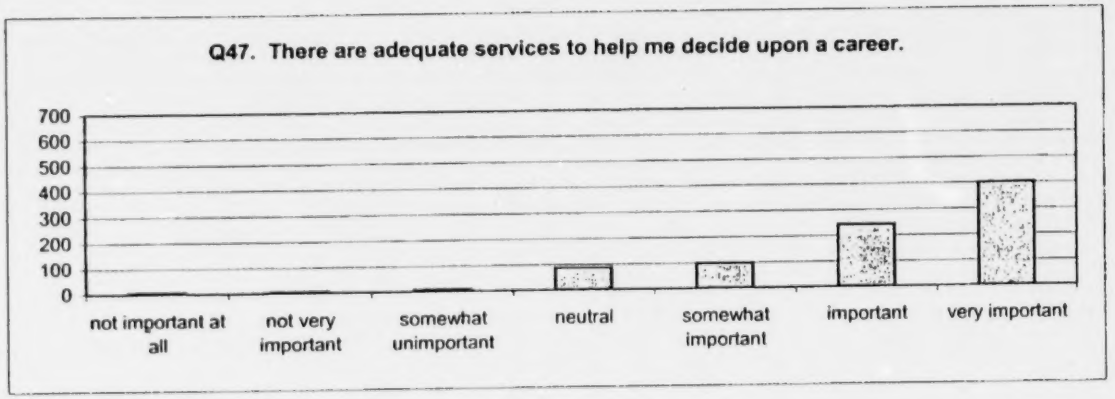
Percent "not important at all" to Percent "somewhat unimportant"	Percent Neutral	Percent "somewhat important" to Percent "very important"	Avg. Rating	S.D.
2%	12%	86%	6.06	1.225



Q79. There are adequate services to help me decide upon a major.

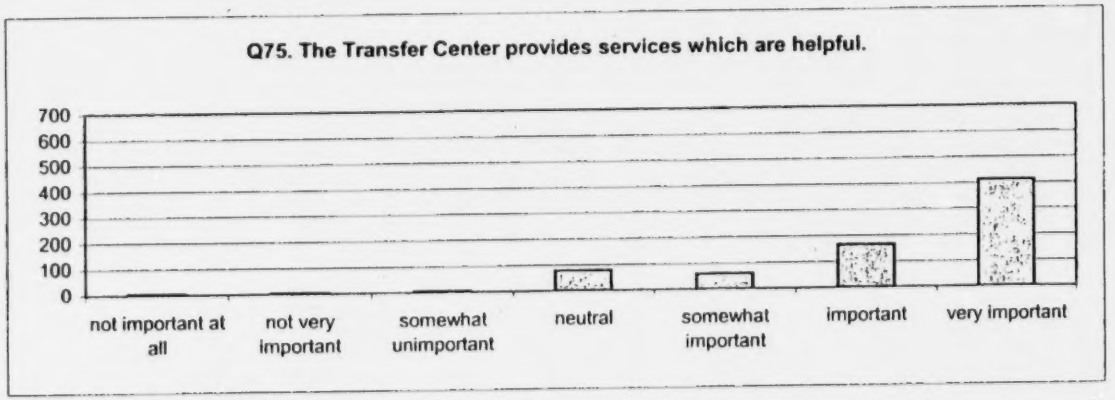
Percent "not important at all" to Percent "somewhat unimportant"	Percent Neutral	Percent "somewhat important" to Percent "very important"	Avg. Rating	S.D.
1%	9%	90%	6.21	1.077

CHART 1
NOEL-LEVITZ STUDENT SATISFACTION INVENTORY
FALL 1999 MATRICULATION RELATED RESULTS
IMPORTANCE TO RIO HONDO COLLEGE STUDENTS



Percent "not important at all" to Percent "somewhat unimportant"	Percent Neutral	Percent "somewhat important" to Percent "very important"	Avg. Rating	S.D.
2%	10%	88%	6.08	1.129

Q47. There are adequate services to help me decide upon a career.

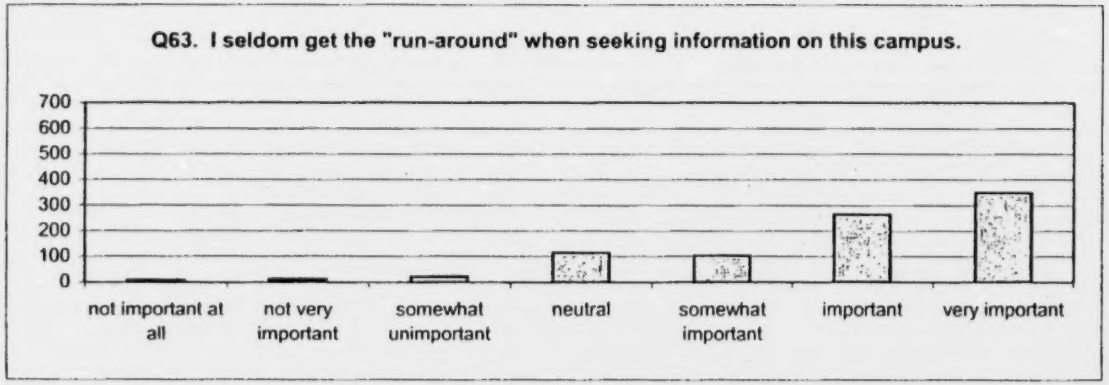


Percent "not important at all" to Percent "somewhat unimportant"	Percent Neutral	Percent "somewhat important" to Percent "very important"	Avg. Rating	S.D.
2%	11%	88%	6.21	1.142

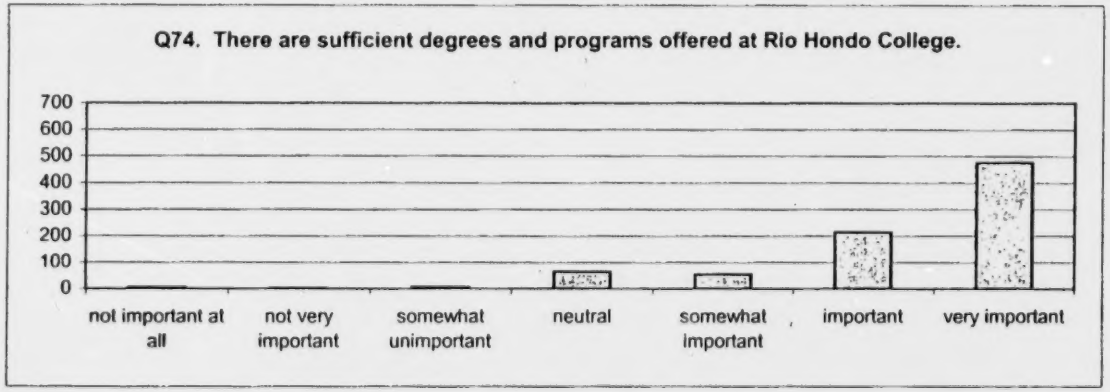
Q75. The Transfer Center provides services which are helpful.

CHART 1
NOEL-LEVITZ STUDENT SATISFACTION INVENTORY
FALL 1999 MATRICULATION RELATED RESULTS
IMPORTANCE TO RIO HONDO COLLEGE STUDENTS

General



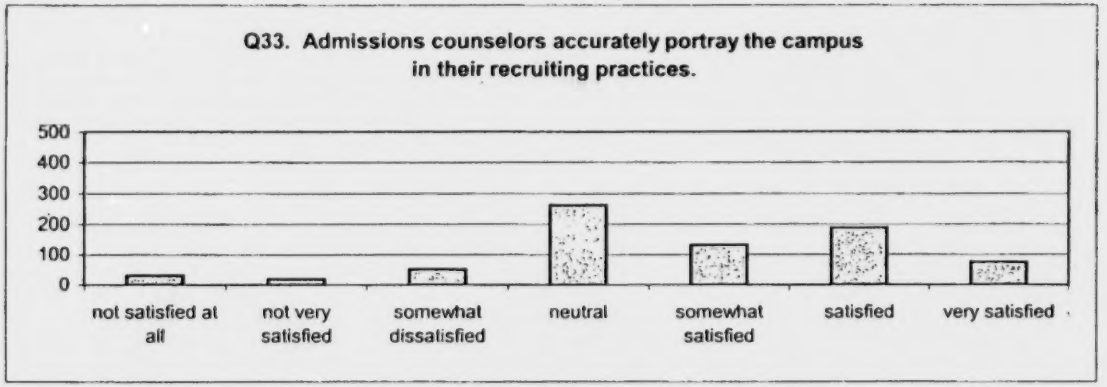
	Percent "not important at all" to Percent "somewhat unimportant"	Percent Neutral	Percent "somewhat important" to Percent "very important"	Avg. Rating	S.D.
Q63. I seldom get the "run-around" when seeking information on this campus.	5%	13%	82%	5.85	1.299



	Percent "not important at all" to Percent "somewhat unimportant"	Percent Neutral	Percent "somewhat important" to Percent "very important"	Avg. Rating	S.D.
Q74. There are sufficient degrees and programs offered at Rio Hondo College.	2%	8%	91%	6.30	1.051

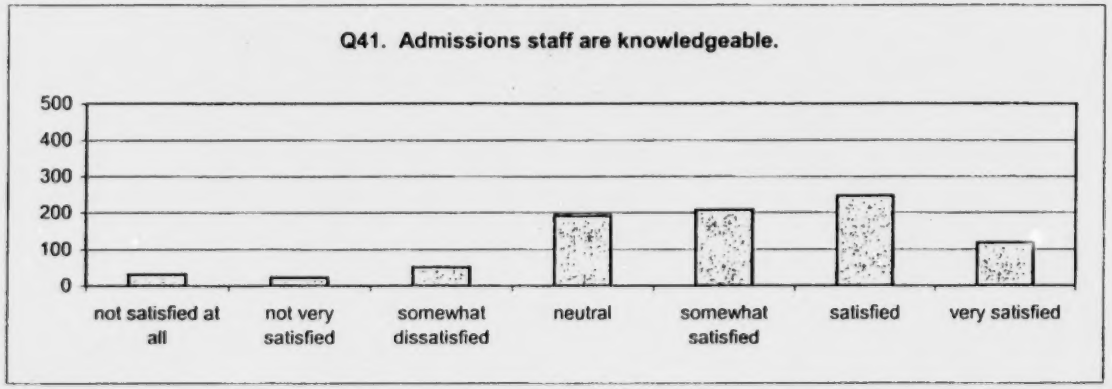
CHART 2
NOEL-LEVITZ STUDENT SATISFACTION INVENTORY
FALL 1999 MATRICULATION RELATED RESULTS
SATISFACTION OF RIO HONDO COLLEGE STUDENTS

Admissions



Q33. Admissions counselors accurately portray the campus in their recruiting practices.

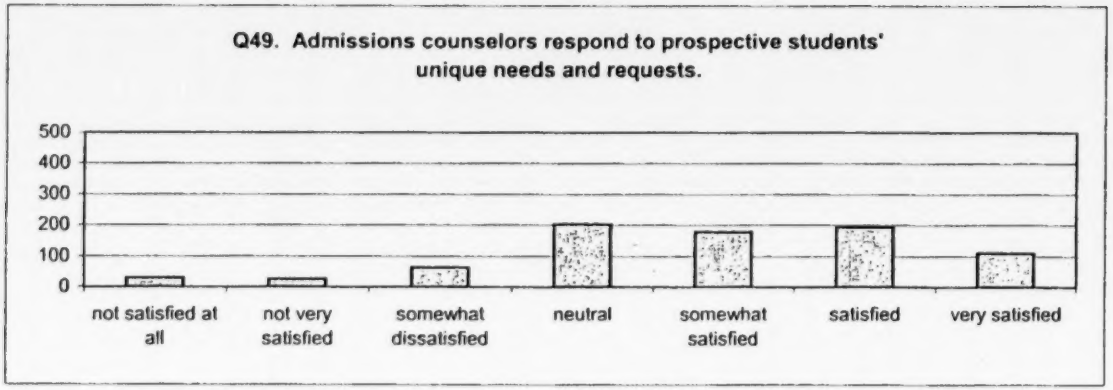
Percent "not satisfied at all" to Percent "somewhat dissatisfied"	Percent Neutral	Percent "somewhat satisfied" to Percent "very satisfied"	Avg. Rating	S.D.
13%	35%	52%	4.73	1.439



Q41. Admissions staff are knowledgeable.

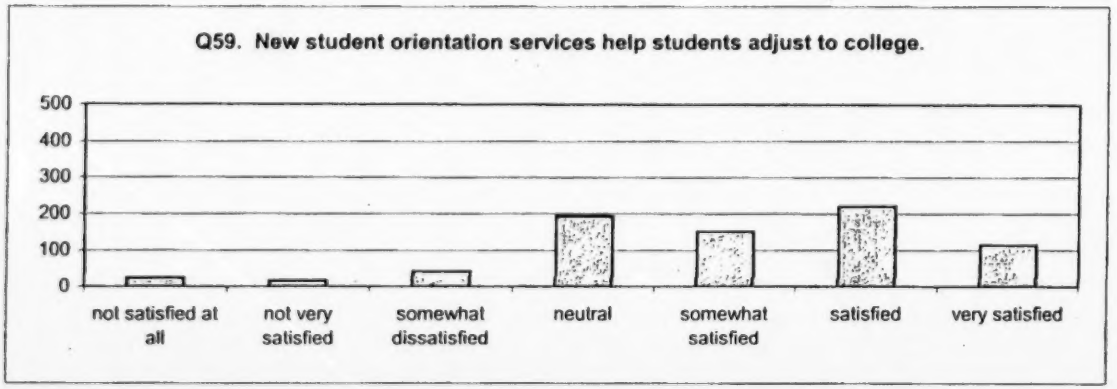
Percent "not satisfied at all" to Percent "somewhat dissatisfied"	Percent Neutral	Percent "somewhat satisfied" to Percent "very satisfied"	Avg. Rating	S.D.
12%	22%	66%	5.00	1.448

CHART 2
NOEL-LEVITZ STUDENT SATISFACTION INVENTORY
FALL 1999 MATRICULATION RELATED RESULTS
SATISFACTION OF RIO HONDO COLLEGE STUDENTS



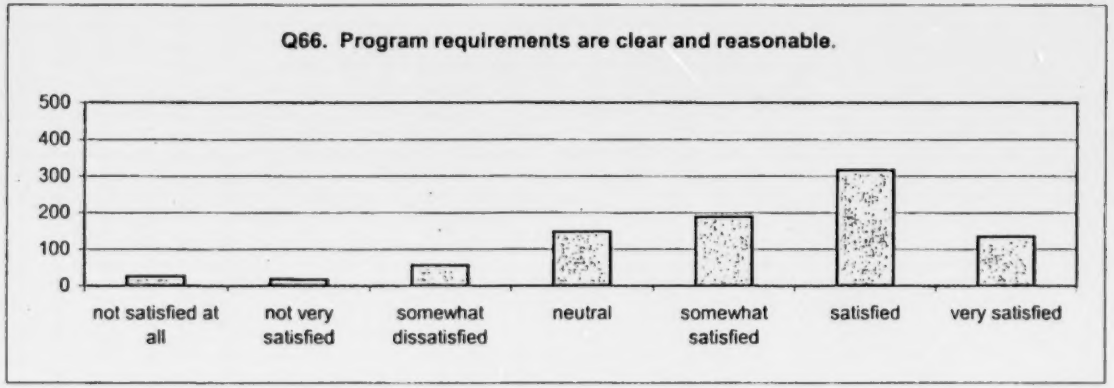
	Percent "not satisfied at all" to Percent "somewhat dissatisfied"	Percent Neutral	Percent "somewhat satisfied" to Percent "very satisfied"	Avg. Rating	S.D.
Q49. Admissions counselors respond to prospective students' unique needs and requests.	15%	25%	60%	4.86	1.492

Orientation



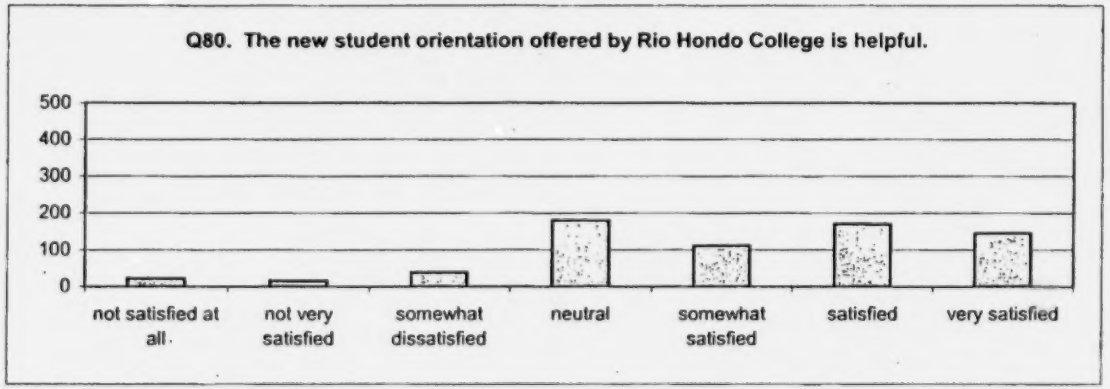
	Percent "not satisfied at all" to Percent "somewhat dissatisfied"	Percent Neutral	Percent "somewhat satisfied" to Percent "very satisfied"	Avg. Rating	S.D.
Q59. New student orientation services help students adjust to college.	11%	25%	64%	5.03	1.443

CHART 2
NOEL-LEVITZ STUDENT SATISFACTION INVENTORY
FALL 1999 MATRICULATION RELATED RESULTS
SATISFACTION OF RIO HONDO COLLEGE STUDENTS



Q66. Program requirements are clear and reasonable.

Percent "not satisfied at all" to Percent "somewhat dissatisfied"	Percent Neutral	Percent "somewhat satisfied" to Percent "very satisfied"	Avg. Rating	S.D.
11%	17%	72%	5.19	1.419

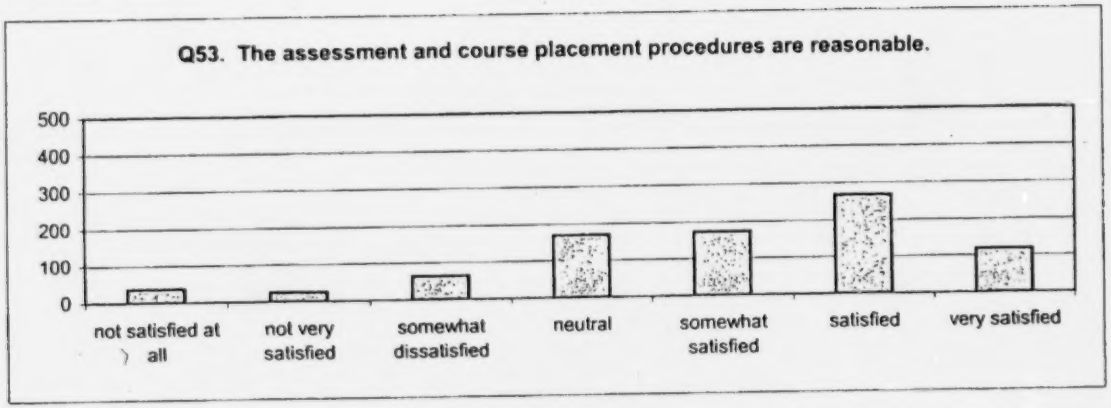


Q80. The new student orientation offered by Rio Hondo College is helpful.

Percent "not satisfied at all" to Percent "somewhat dissatisfied"	Percent Neutral	Percent "somewhat satisfied" to Percent "very satisfied"	Avg. Rating	S.D.
11%	26%	62%	5.10	1.518

CHART 2
NOEL-LEVITZ STUDENT SATISFACTION INVENTORY
FALL 1999 MATRICULATION RELATED RESULTS
SATISFACTION OF RIO HONDO COLLEGE STUDENTS

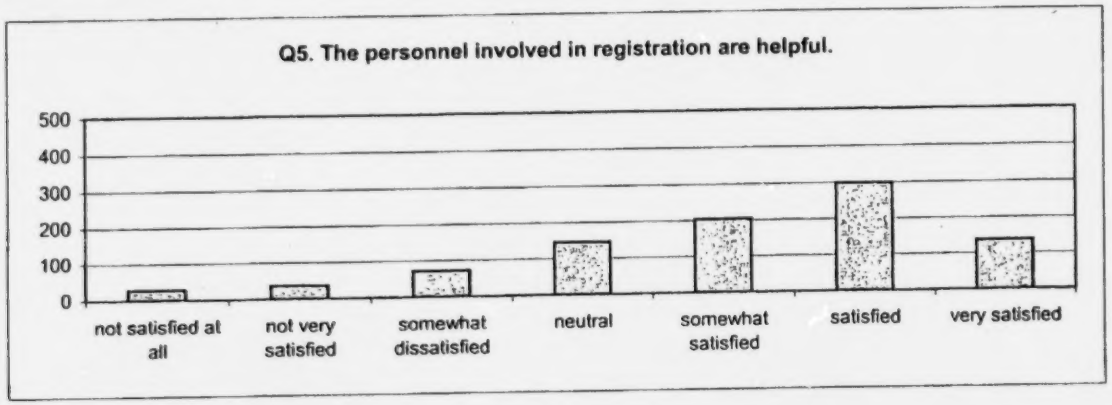
Assessment



Percent "not satisfied at all" to Percent "somewhat dissatisfied"	Percent Neutral	Percent "somewhat satisfied" to Percent "very satisfied"	Avg. Rating	S.D.
15%	20%	65%	4.99	1.522

Q53. The assessment and course placement procedures are reasonable.

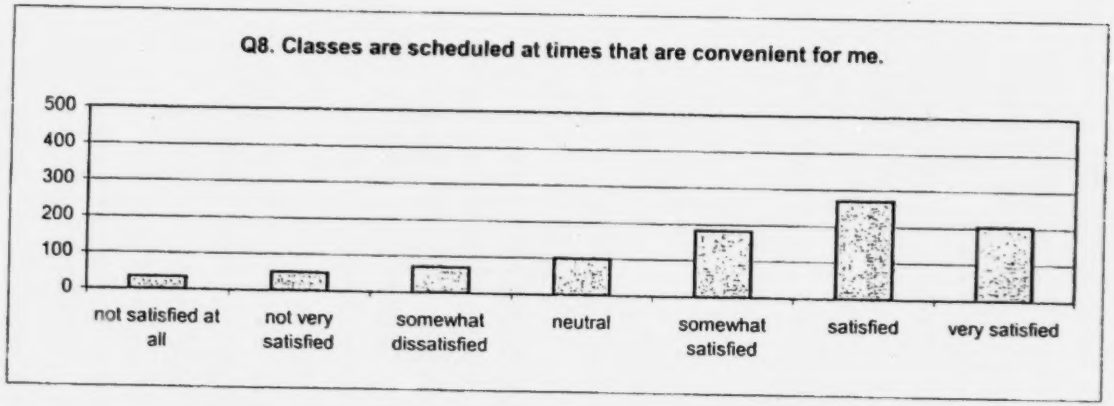
Registration



Percent "not satisfied at all" to Percent "somewhat dissatisfied"	Percent Neutral	Percent "somewhat satisfied" to Percent "very satisfied"	Avg. Rating	S.D.
15%	16%	69%	5.06	1.502

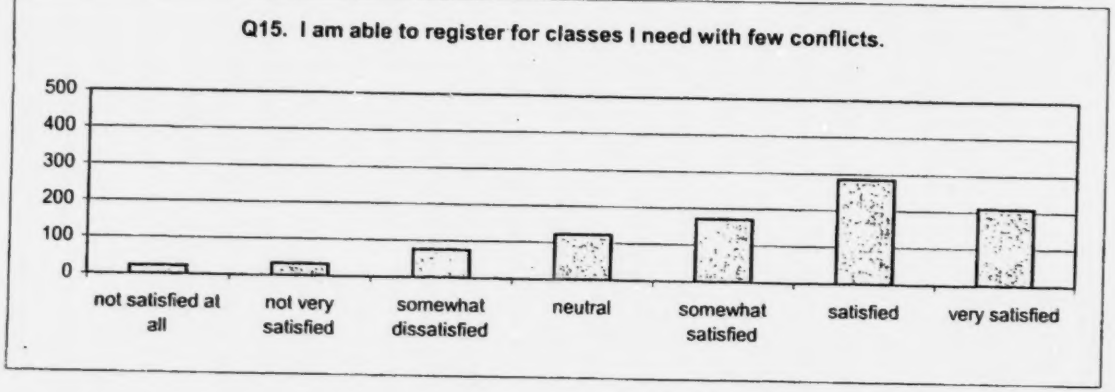
Q5. The personnel involved in registration are helpful.

CHART 2
NOEL-LEVITZ STUDENT SATISFACTION INVENTORY
FALL 1999 MATRICULATION RELATED RESULTS
SATISFACTION OF RIO HONDO COLLEGE STUDENTS



Q8. Classes are scheduled at times that are convenient for me.

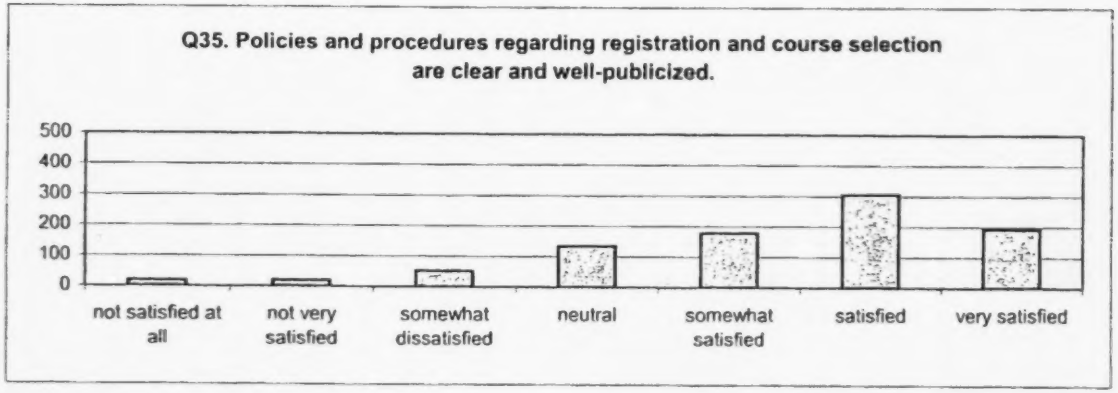
Percent "not satisfied at all" to Percent "somewhat dissatisfied"	Percent Neutral	Percent "somewhat satisfied" to Percent "very satisfied"	Avg. Rating	S.D.
17%	11%	72%	5.16	1.644



Q15. I am able to register for classes I need with few conflicts.

Percent "not satisfied at all" to Percent "somewhat dissatisfied"	Percent Neutral	Percent "somewhat satisfied" to Percent "very satisfied"	Avg. Rating	S.D.
14%	13%	72%	5.26	1.530

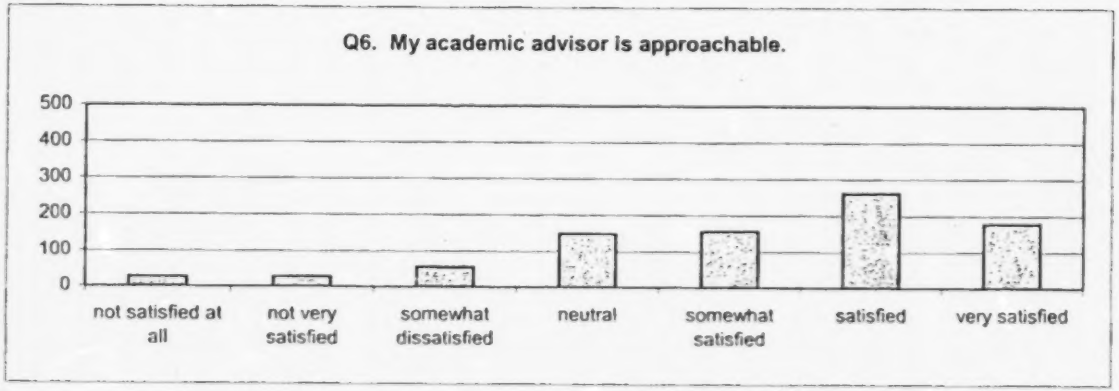
CHART 2
NOEL-LEVITZ STUDENT SATISFACTION INVENTORY
FALL 1999 MATRICULATION RELATED RESULTS
SATISFACTION OF RIO HONDO COLLEGE STUDENTS



	Percent "not satisfied at all" to Percent "somewhat dissatisfied"	Percent Neutral	Percent "somewhat satisfied" to Percent "very satisfied"	Avg. Rating	S.D.
Q35. Policies and procedures regarding registration and course selection are clear and well-publicized.	10%	15%	75%	5.35	1.410

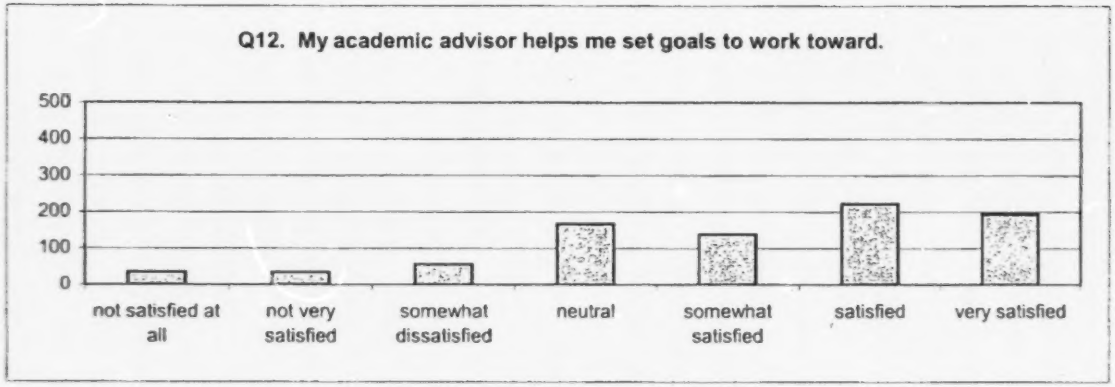
Counseling/Advising (SSI Academic Advising/Counseling Scale Items)

5.06 1.280



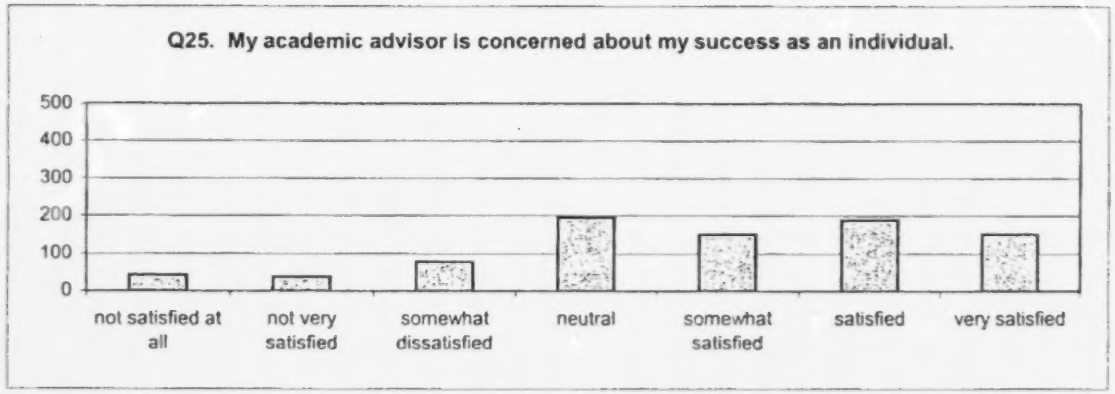
	Percent "not satisfied at all" to Percent "somewhat dissatisfied"	Percent Neutral	Percent "somewhat satisfied" to Percent "very satisfied"	Avg. Rating	S.D.
Q6. My academic advisor is approachable.	13%	17%	70%	5.19	1.531

CHART 2
NOEL-LEVITZ STUDENT SATISFACTION INVENTORY
FALL 1999 MATRICULATION RELATED RESULTS
SATISFACTION OF RIO HONDO COLLEGE STUDENTS



Q12. My academic advisor helps me set goals to work toward.

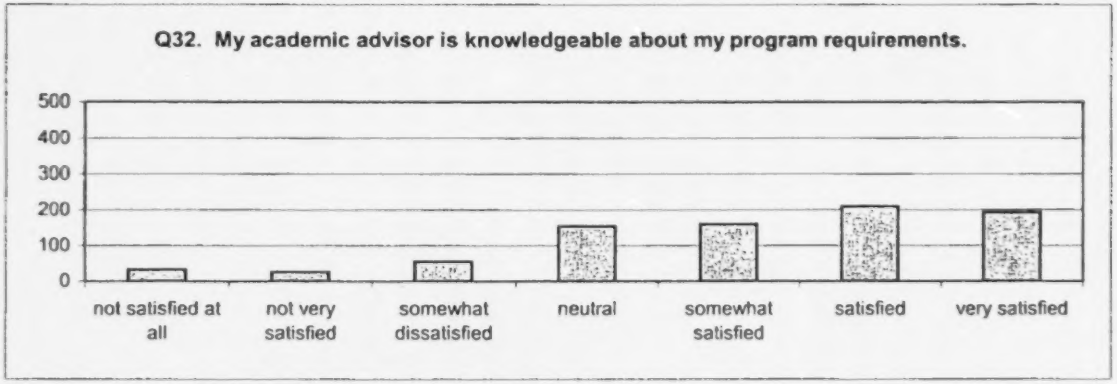
Percent "not satisfied at all" to Percent "somewhat dissatisfied"	Percent Neutral	Percent "somewhat satisfied" to Percent "very satisfied"	Avg. Rating	S.D.
15%	20%	65%	5.10	1.637



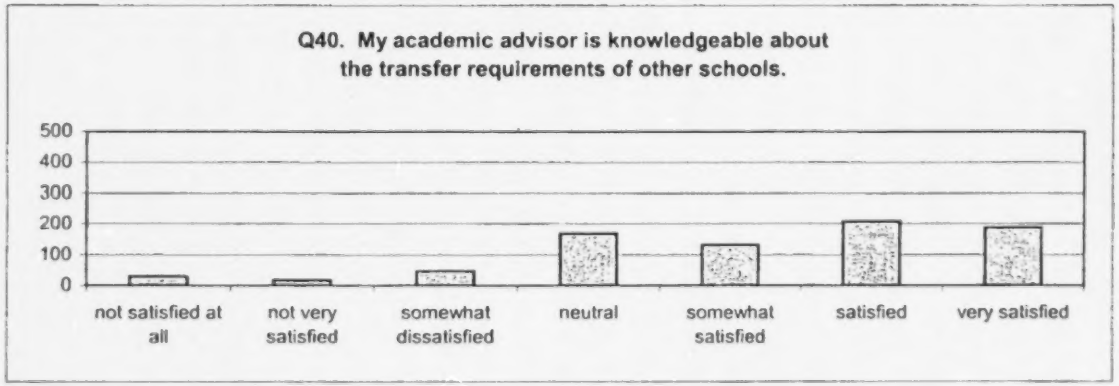
Q25. My academic advisor is concerned about my success as an individual.

Percent "not satisfied at all" to Percent "somewhat dissatisfied"	Percent Neutral	Percent "somewhat satisfied" to Percent "very satisfied"	Avg. Rating	S.D.
19%	23%	58%	4.83	1.650

CHART 2
NOEL-LEVITZ STUDENT SATISFACTION INVENTORY
FALL 1999 MATRICULATION RELATED RESULTS
SATISFACTION OF RIO HONDO COLLEGE STUDENTS

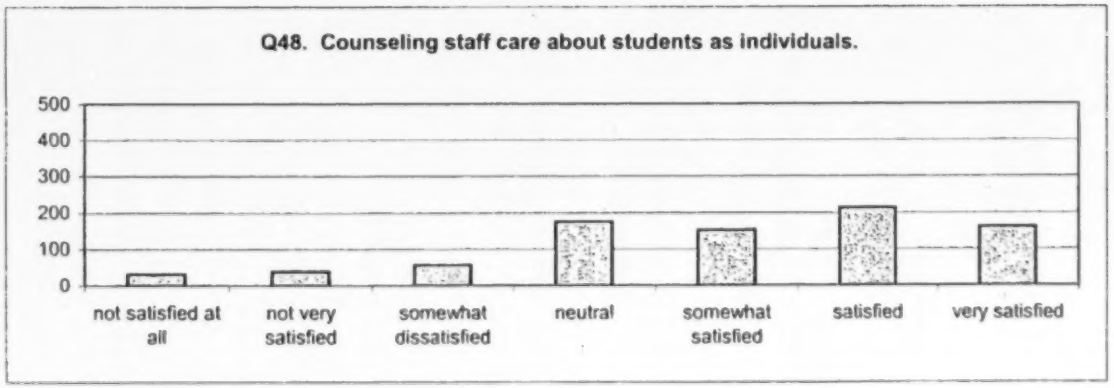


	Percent "not satisfied at all" to Percent "somewhat dissatisfied"	Percent Neutral	Percent "somewhat satisfied" to Percent "very satisfied"	Avg. Rating	S.D.
Q32. My academic advisor is knowledgeable about my program requirements.	14%	19%	68%	5.15	1.589

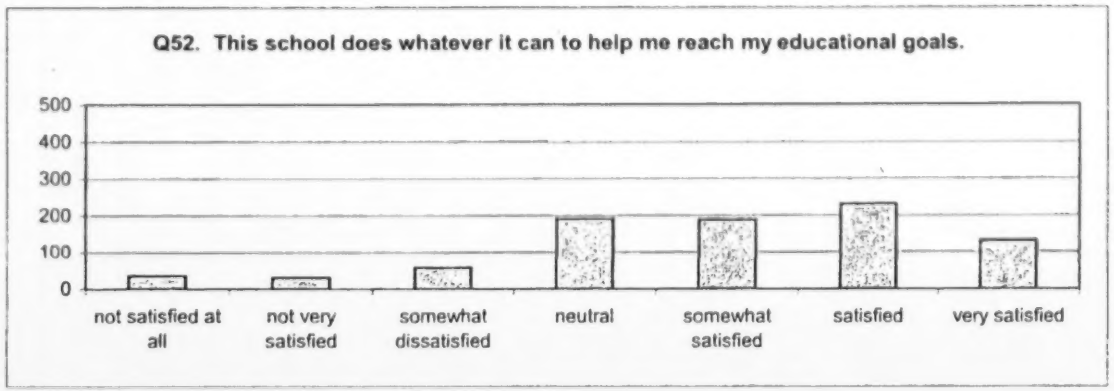


	Percent "not satisfied at all" to Percent "somewhat dissatisfied"	Percent Neutral	Percent "somewhat satisfied" to Percent "very satisfied"	Avg. Rating	S.D.
Q40. My academic advisor is knowledgeable about the transfer requirements of other schools.	12%	21%	67%	5.20	1.554

CHART 2
NOEL-LEVITZ STUDENT SATISFACTION INVENTORY
FALL 1999 MATRICULATION RELATED RESULTS
SATISFACTION OF RIO HONDO COLLEGE STUDENTS



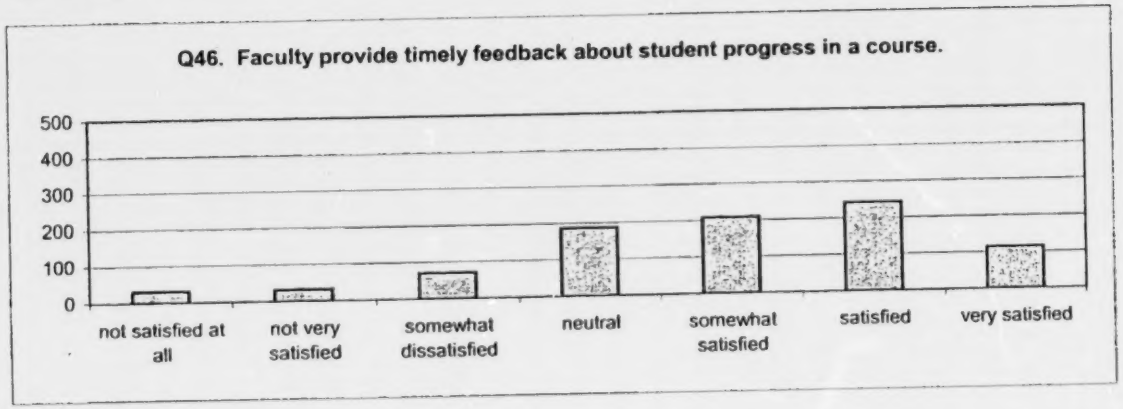
	Percent "not satisfied at all" to Percent "somewhat dissatisfied"	Percent Neutral	Percent "somewhat satisfied" to Percent "very satisfied"	Avg. Rating	S.D.
Q48. Counseling staff care about students as individuals.	15%	21%	64%	5.00	1.599



	Percent "not satisfied at all" to Percent "somewhat dissatisfied"	Percent Neutral	Percent "somewhat satisfied" to Percent "very satisfied"	Avg. Rating	S.D.
Q52. This school does whatever it can to help me reach my educational goals.	14%	22%	64%	4.94	1.530

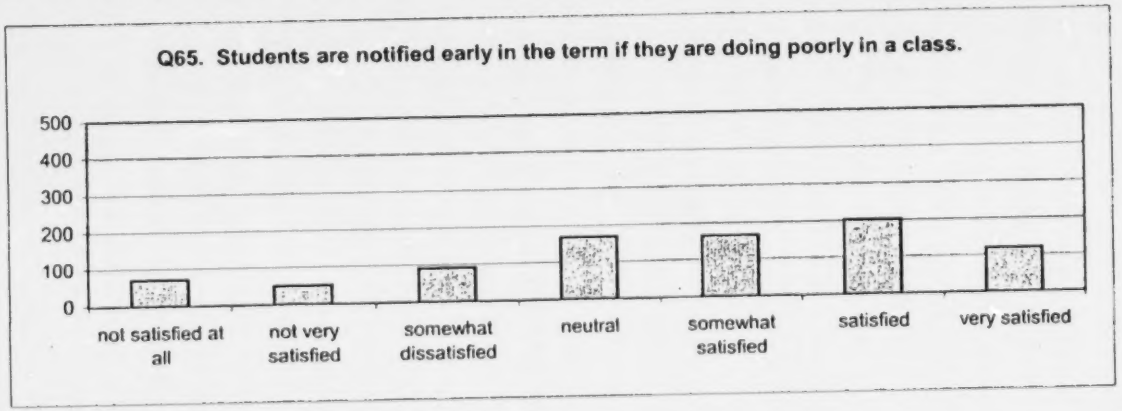
CHART 2
NOEL-LEVITZ STUDENT SATISFACTION INVENTORY
FALL 1999 MATRICULATION RELATED RESULTS
SATISFACTION OF RIO HONDO COLLEGE STUDENTS

Follow-up



Percent "not satisfied at all" to Percent "somewhat dissatisfied"	Percent Neutral	Percent "somewhat satisfied" to Percent "very satisfied"	Avg. Rating	S.D.
15%	21%	64%	4.91	1.483

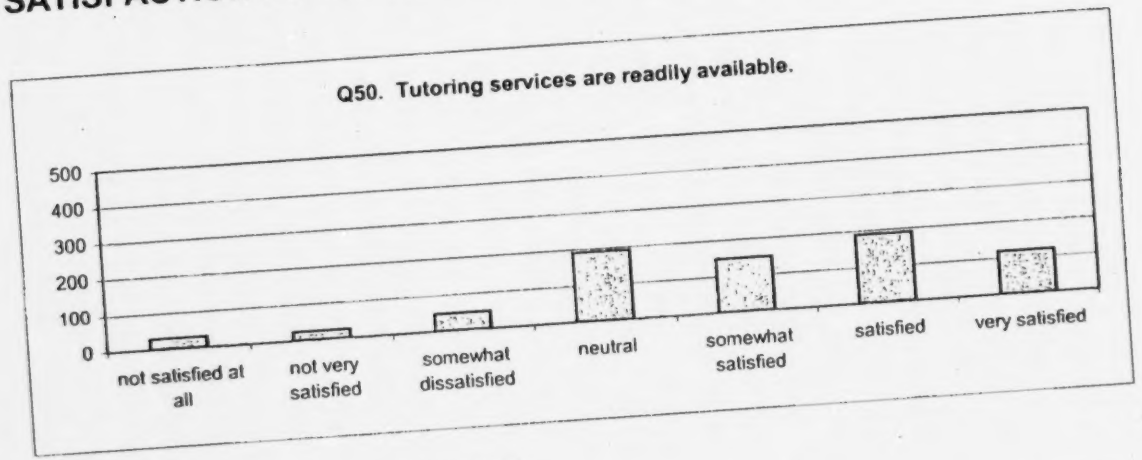
Q46. Faculty provide timely feedback about student progress in a course.



Percent "not satisfied at all" to Percent "somewhat dissatisfied"	Percent Neutral	Percent "somewhat satisfied" to Percent "very satisfied"	Avg. Rating	S.D.
25%	19%	56%	4.59	1.760

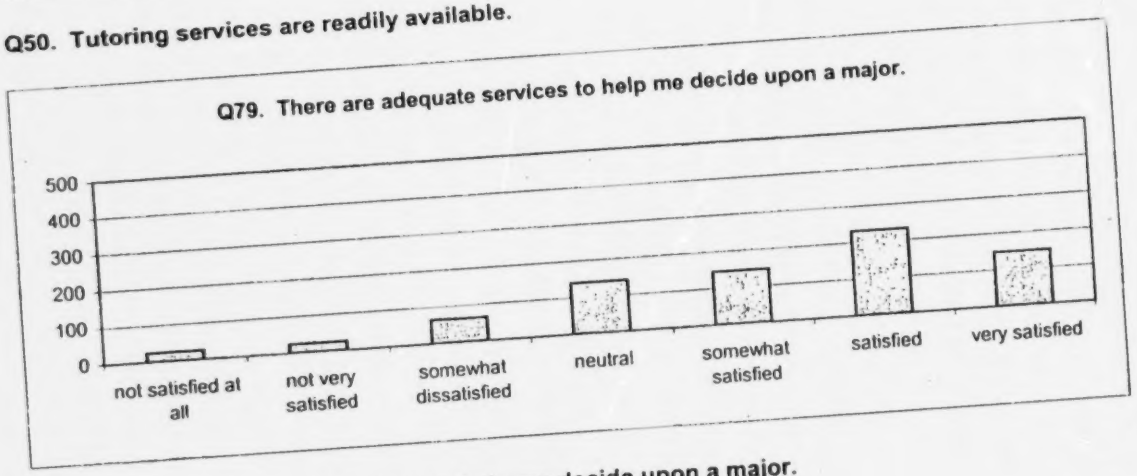
Q65. Students are notified early in the term if they are doing poorly in a class.

CHART 2
NOEL-LEVITZ STUDENT SATISFACTION INVENTORY
FALL 1999 MATRICULATION RELATED RESULTS
SATISFACTION OF RIO HONDO COLLEGE STUDENTS



Percent "not satisfied at all" to Percent "somewhat dissatisfied"	Percent Neutral	Percent "somewhat satisfied" to Percent "very satisfied"	Avg. Rating	S.D.
14%	25%	61%	4.92	1.532

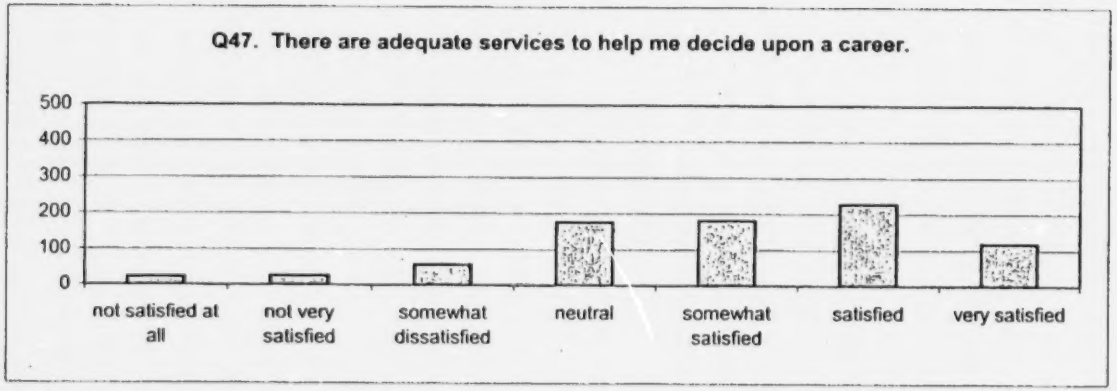
Q50. Tutoring services are readily available.



Percent "not satisfied at all" to Percent "somewhat dissatisfied"	Percent Neutral	Percent "somewhat satisfied" to Percent "very satisfied"	Avg. Rating	S.D.
15%	18%	67%	5.11	1.536

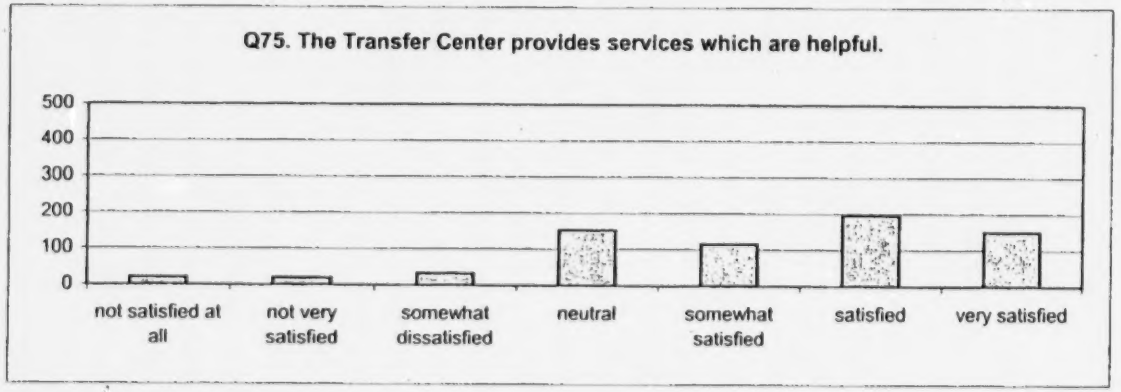
Q79. There are adequate services to help me decide upon a major.

CHART 2
NOEL-LEVITZ STUDENT SATISFACTION INVENTORY
FALL 1999 MATRICULATION RELATED RESULTS
SATISFACTION OF RIO HONDO COLLEGE STUDENTS



Q47. There are adequate services to help me decide upon a career.

Percent "not satisfied at all" to Percent "somewhat dissatisfied"	Percent Neutral	Percent "somewhat satisfied" to Percent "very satisfied"	Avg. Rating	S.D.
13%	22%	65%	5.01	1.453

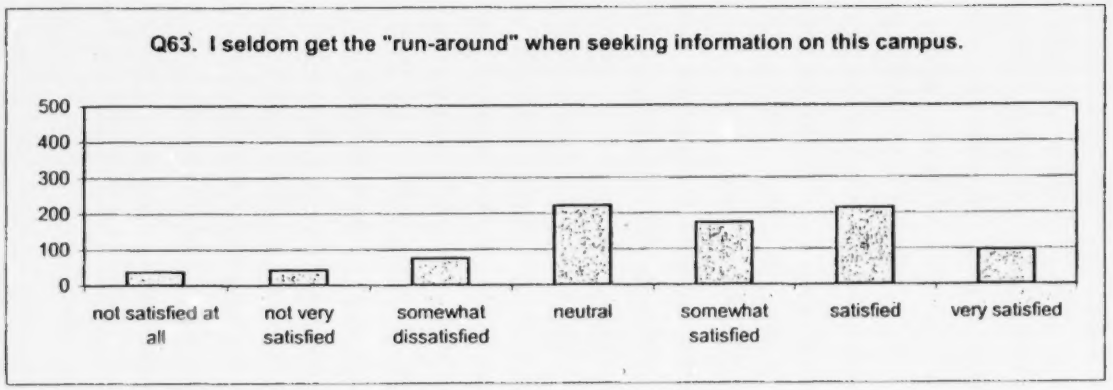


Q75. The Transfer Center provides services which are helpful.

Percent "not satisfied at all" to Percent "somewhat dissatisfied"	Percent Neutral	Percent "somewhat satisfied" to Percent "very satisfied"	Avg. Rating	S.D.
11%	22%	67%	5.20	1.509

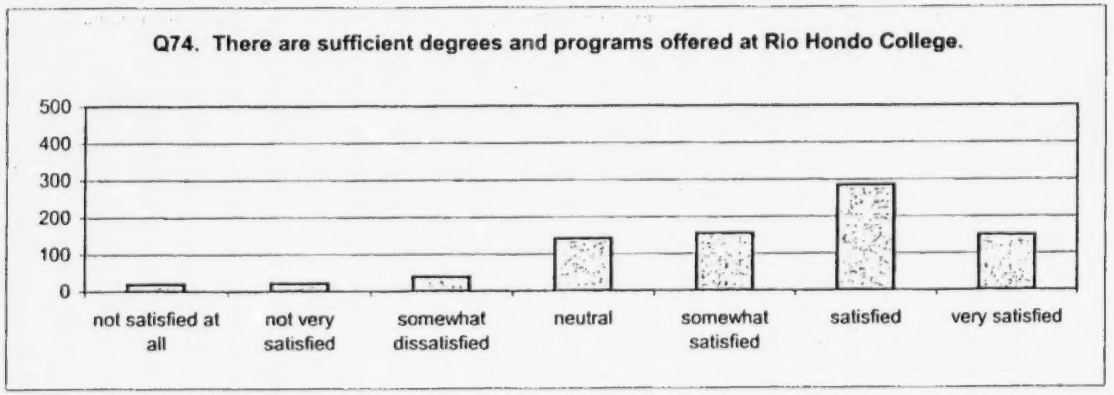
CHART 2
NOEL-LEVITZ STUDENT SATISFACTION INVENTORY
FALL 1999 MATRICULATION RELATED RESULTS
SATISFACTION OF RIO HONDO COLLEGE STUDENTS

General



Q63. I seldom get the "run-around" when seeking information on this campus.

Percent "not satisfied at all" to Percent "somewhat dissatisfied"	Percent Neutral	Percent "somewhat satisfied" to Percent "very satisfied"	Avg. Rating	S.D.
18%	26%	56%	4.71	1.547



Q74. There are sufficient degrees and programs offered at Rio Hondo College.

Percent "not satisfied at all" to Percent "somewhat dissatisfied"	Percent Neutral	Percent "somewhat satisfied" to Percent "very satisfied"	Avg. Rating	S.D.
10%	17%	72%	5.27	1.422

CHART 3
NOEL-LEVITZ STUDENT SATISFACTION INVENTORY
FALL 1999 MATRICULATION RELATED RESULTS
RIO HONDO COLLEGE AND NATIONAL COMPARISONS

	Rio Hondo College Means			National Group Means			Mean Difference -- Importance (RHC - Natl.)	Mean Difference -- Satisfaction (RHC - Natl.)	Performance Gap Difference (RHC - Natl.)
	Importance	Satisfaction/ Std. Dev.	Performance Gap	Importance	Satisfaction/ Std. Dev.	Performance Gap			
Admissions									
Q33. Admissions counselors accurately portray the campus in their recruiting practices.	5.66	4.73 / 1.44	0.93	5.69	4.92 / 1.45	0.77	-0.03	-0.19 ***	0.16
Q41. Admissions staff are knowledgeable.	6.10	5.00 / 1.45	1.10	6.09	5.24 / 1.41	0.85	0.01	-0.24 ***	0.25
Q49. Admissions counselors respond to prospective students' unique needs and requests.	5.98	4.86 / 1.49	1.12	5.90	4.98 / 1.46	0.92	0.08	-0.12 *	0.20
Orientation									
Q59. New student orientation services help students adjust to college.	5.84	5.03 / 1.44	0.81	5.76	5.06 / 1.48	0.70	0.08	-0.03	0.11
Q66. Program requirements are clear and reasonable.	6.18	5.19 / 1.42	0.99	6.24	5.41 / 1.37	0.83	-0.06	-0.22 ***	0.16
Q80. The new student orientation offered by Rio Hondo College is helpful.	5.83	5.10 / 1.52	0.73	not available -- Rio Hondo campus item					
Assessment									
Q53. The assessment and course placement procedures are reasonable.	6.01	4.99 / 1.52	1.02	5.95	5.13 / 1.41	0.82	0.06	-0.14 **	0.20
Registration									
Q5. The personnel involved in registration are helpful.	6.09	5.06 / 1.50	1.03	6.13	5.29 / 1.55	0.84	-0.04	-0.23 ***	0.19
Q8. Classes are scheduled at times that are convenient for me.	6.48	5.16 / 1.64	1.32	6.45	5.33 / 1.59	1.12	0.03	-0.17 ***	0.20
Q15. I am able to register for classes I need with few conflicts.	6.33	5.26 / 1.53	1.07	6.33	5.25 / 1.58	1.08	0.00	0.01	-0.01
Q35. Policies and procedures regarding registration and course selection are clear and well-publicized.	6.15	5.35 / 1.41	0.80	6.15	5.30 / 1.45	0.85	0.00	0.05	-0.05
Counseling/Advising (SSI Academic Advising/Counseling Scale Items)	6.20	5.06 / 1.28	1.14	6.11	5.07 / 1.29	1.04	0.09	-0.01	0.10
Q6. My academic advisor is approachable.	6.21	5.19 / 1.53	1.02	6.19	5.34 / 1.61	0.85	0.02	-0.15 **	0.17
Q12. My academic advisor helps me set goals to work toward.	6.24	5.10 / 1.64	1.14	5.93	4.84 / 1.70	1.09	0.31	0.26 ***	0.05
Q25. My academic advisor is concerned about my success as an individual.	6.10	4.83 / 1.65	1.27	6.08	4.95 / 1.69	1.13	0.02	-0.12 *	0.14
Q32. My academic advisor is knowledgeable about my program requirements.	6.24	5.15 / 1.59	1.09	6.26	5.28 / 1.63	0.98	-0.02	-0.13 *	0.11
Q40. My academic advisor is knowledgeable about the transfer requirements of other schools.	6.25	5.20 / 1.55	1.05	6.07	4.94 / 1.63	1.13	0.18	0.26 ***	-0.08
Q48. Counseling staff care about students as individuals.	6.08	5.00 / 1.60	1.08	6.01	5.02 / 1.53	0.99	0.07	-0.02	0.09
Q52. This school does whatever it can to help me reach my educational goals.	6.25	4.94 / 1.53	1.31	6.21	5.07 / 1.50	1.14	0.04	-0.13 *	0.17
Follow-up									
Q46. Faculty provide timely feedback about student progress in a course.	6.07	4.91 / 1.48	1.16	6.13	5.17 / 1.46	0.96	-0.06	-0.26 ***	0.20
Q65. Students are notified early in the term if they are doing poorly in a class.	6.18	4.59 / 1.76	1.59	6.16	4.86 / 1.66	1.30	0.02	-0.27 ***	0.29
Q50. Tutoring services are readily available.	6.06	4.92 / 1.53	1.14	5.95	5.18 / 1.51	0.77	0.11	-0.26 ***	0.37
Q79. There are adequate services to help me decide upon a major.	6.21	5.11 / 1.54	1.10	not available -- Rio Hondo campus item					
Q47. There are adequate services to help me decide upon a career.	6.08	5.01 / 1.45	1.07	6.03	5.03 / 1.48	1.00	0.05	-0.02	0.07
Q75. The Transfer Center provides services which are helpful.	6.21	5.20 / 1.51	1.01	not available -- Rio Hondo campus item					
General									
Q63. I seldom get the "run-around" when seeking information on this campus.	5.85	4.71 / 1.55	1.14	6.07	4.94 / 1.67	1.13	-0.22	-0.23 ***	0.01
Q74. There are sufficient degrees and programs offered at Rio Hondo College.	6.30	5.27 / 1.42	1.03	not available -- Rio Hondo campus item					

* Difference statistically significant at the .05 level.
** Difference statistically significant at the .01 level.
*** Difference statistically significant at the .001 level.

CHART 4
NOEL-LEVITZ STUDENT SATISFACTION INVENTORY
FALL 1999 MATRICULATION RELATED RESULTS
RIO HONDO COLLEGE VARIATIONS BY
GENDER, ETHNICITY, AGE, AND DISABILITY STATUS

	Rio Hondo College Means		
	Importance	Satisfaction/ Performance Std. Dev.	Gap
Admissions			
Q33. Admissions counselors accurately portray the campus in their recruiting practices.	5.66	4.73 / 1.44	0.93
Q41. Admissions staff are knowledgeable.	6.10	5.00 / 1.45	1.10
Q49. Admissions counselors respond to prospective students' unique needs and requests.	5.98	4.86 / 1.49	1.12
Orientation			
Q59. New student orientation services help students adjust to college.	5.84	5.03 / 1.44	0.81
Q66. Program requirements are clear and reasonable.	6.18	5.19 / 1.42	0.99
Q80. The new student orientation offered by Rio Hondo College is helpful.	5.83	5.10 / 1.52	0.73
Assessment			
Q53. The assessment and course placement procedures are reasonable.	6.01	4.99 / 1.52	1.02
Registration			
Q5. The personnel involved in registration are helpful.	6.09	5.06 / 1.50	1.03
Q8. Classes are scheduled at times that are convenient for me.	6.48	5.16 / 1.64	1.32
Q15. I am able to register for classes I need with few conflicts.	6.33	5.26 / 1.53	1.07
Q35. Policies and procedures regarding registration and course selection are clear and well-publicized.	6.15	5.35 / 1.41	0.80
Counseling/Advising (SSI Academic Advising/Counseling Scale Items)			
Q6. My academic advisor is approachable.	6.20	5.06 / 1.28	1.14
Q12. My academic advisor helps me set goals to work toward.	6.21	5.19 / 1.53	1.02
Q25. My academic advisor is concerned about my success as an individual.	6.24	5.10 / 1.64	1.14
Q32. My academic advisor is knowledgeable about my program requirements.	6.10	4.83 / 1.65	1.27
	6.24	5.15 / 1.59	1.09

CHART 4
NOEL-LEVITZ STUDENT SATISFACTION INVENTORY
FALL 1999 MATRICULATION RELATED RESULTS
RIO HONDO COLLEGE VARIATIONS BY
GENDER, ETHNICITY, AGE, AND DISABILITY STATUS

	Rio Hondo College Means		
		Satisfaction/ Performance	
	Importance	Std. Dev.	Gap
Q40. My academic advisor is knowledgeable about the transfer requirements of other schools.	6.25	5.20 / 1.55	1.05
Q48. Counseling staff care about students as individuals.	6.08	5.00 / 1.60	1.08
Q52. This school does whatever it can to help me reach my educational goals.	6.25	4.94 / 1.53	1.31
Follow-up			
Q46. Faculty provide timely feedback about student progress in a course.	6.07	4.91 / 1.48	1.16
Q65. Students are notified early in the term if they are doing poorly in a class.	6.18	4.59 / 1.76	1.59
Q50. Tutoring services are readily available.	6.06	4.92 / 1.53	1.14
Q79. There are adequate services to help me decide upon a major.	6.21	5.11 / 1.54	1.10
Q47. There are adequate services to help me decide upon a career.	6.08	5.01 / 1.45	1.07
Q75. The Transfer Center provides services which are helpful.	6.21	5.20 / 1.51	1.01
General			
Q63. I seldom get the "run-around" when seeking information on this campus.	5.85	4.71 / 1.55	1.14
Q74. There are sufficient degrees and programs offered at Rio Hondo College.	6.30	5.27 / 1.42	1.03

CHART 4
NOEL-LEVITZ STUDENT SATISFACTION INVENTORY
FALL 1999 MATRICULATION RELATED RESULTS
RIO HONDO COLLEGE VARIATIONS BY
GENDER, ETHNICITY, AGE, AND DISABILITY STATUS

	Are there statistically significant differences in Importance (see note) by:			
	Gender	Ethnicity #	Age ##	Disability
Admissions				
Q33. Admissions counselors accurately portray the campus in their recruiting practices.	No	No	No	No
Q41. Admissions staff are knowledgeable.	Yes ***, weak (.164)	No	No	No
Q49. Admissions counselors respond to prospective students' unique needs and requests.	Yes *, weak (.119)	No	No	No
Orientation				
Q59. New student orientation services help students adjust to college.	Yes **, weak (.136)	Yes**, weak (.113)	No	Yes ***, weak (.183)
Q66. Program requirements are clear and reasonable.	Yes *, weak (.121)	Yes**, weak (.104)	No	Yes **, weak (.138)
Q80. The new student orientation offered by Rio Hondo College is helpful.	No	Yes***, weak (.129)	No	No
Assessment				
Q53. The assessment and course placement procedures are reasonable.	Yes *, weak (.113)	No	No	Yes ***, weak (.163)
Registration				
Q5. The personnel involved in registration are helpful.	Yes **, weak (.125)	Yes***, weak (.126)	No	Yes*, weak (.108)
Q8. Classes are scheduled at times that are convenient for me.	Yes *, weak (.113)	Yes***, weak (.129)	No	Yes***, weak (.164)
Q15. I am able to register for classes I need with few conflicts.	Yes **, weak (.129)	Yes***, weak (.132)	No	Yes*, weak (.108)
Q35. Policies and procedures regarding registration and course selection are clear and well-publicized.	Yes ***, weak (.142)	No	No	Yes*, weak (.120)
Counseling/Advising (SSI Academic Advising/Counseling Scale Items)				
Q6. My academic advisor is approachable.	Yes **, weak (.140)	No	No	Yes*, weak (.122)
Q12. My academic advisor helps me set goals to work toward.	Yes ***, weak (.201)	Yes**, weak (.104)	No	Yes**, weak (.126)
Q25. My academic advisor is concerned about my success as an individual.	Yes**, weak (.135)	No	No	No
Q32. My academic advisor is knowledgeable about my program requirements.	Yes ***, weak (.156)	No	No	No
Q40. My academic advisor is knowledgeable about the transfer requirements of other schools.	No	No	Yes*, weak (.103)	No
Q48. Counseling staff care about students as individuals.	Yes **, weak (.144)	No	Yes*, none	No
Q52. This school does whatever it can to help me reach my educational goals.	Yes *, weak (.120)	No	No	No

CHART 4
NOEL-LEVITZ STUDENT SATISFACTION INVENTORY
FALL 1999 MATRICULATION RELATED RESULTS
RIO HONDO COLLEGE VARIATIONS BY
GENDER, ETHNICITY, AGE, AND DISABILITY STATUS

	Are there statistically significant differences in Importance (see note) by:		
Gender	Ethnicity #	Age ##	Disability
Follow-up			
Q46. Faculty provide timely feedback about student progress in a course.	Yes ***, weak (.163)	No	No	No
Q65. Students are notified early in the term if they are doing poorly in a class.	Yes *, weak (.123)	Yes**, weak (.106)	No	Yes**, weak (.127)
Q50. Tutoring services are readily available.	Yes **, weak (.157)	No	Yes*, weak (.101)	No
Q79. There are adequate services to help me decide upon a major.	Yes *, weak (.127)	No	No	No
Q47. There are adequate services to help me decide upon a career.	Yes **, weak (.138)	Yes*, weak (.103)	No	No
Q75. The Transfer Center provides services which are helpful.	Yes **, weak (.146)	No	Yes***, weak (.141)	Yes**, weak (.161)
General				
Q63. I seldom get the "run-around" when seeking information on this campus.	Yes*, weak (.124)	No	No	No
Q74. There are sufficient degrees and programs offered at Rio Hondo College.	Yes ***, weak (.165)	No	No	No

CHART 4
NOEL-LEVITZ STUDENT SATISFACTION INVENTORY
FALL 1999 MATRICULATION RELATED RESULTS
RIO HONDO COLLEGE VARIATIONS BY
GENDER, ETHNICITY, AGE, AND DISABILITY STATUS

	Are there statistically significant differences in Satisfaction by:			
	Gender	Ethnicity #	Age ##	Disability
Admissions				
Q33. Admissions counselors accurately portray the campus in their recruiting practices.	Yes ***, weak (.178)	Yes*, weak (.111)	Yes*, weak (.107)	No
Q41. Admissions staff are knowledgeable.	Yes *, weak (.134)	Yes*, weak (.111)	Yes**, weak (.119)	No
Q49. Admissions counselors respond to prospective students' unique needs and requests.	No	No	No	No
Orientation				
Q59. New student orientation services help students adjust to college.	Yes ***, weak (.179)	No	No	No
Q66. Program requirements are clear and reasonable.	No	Yes*, weak (.110)	Yes**, weak (.113)	No
Q80. The new student orientation offered by Rio Hondo College is helpful.	Yes *, weak (.146)	Yes**, weak (.129)	No	No
Assessment				
Q53. The assessment and course placement procedures are reasonable.	No	Yes**, weak (.116)	No	No
Registration				
Q5. The personnel involved in registration are helpful.	No	Yes***, weak (.127)	Yes***, weak (.121)	No
Q8. Classes are scheduled at times that are convenient for me.	No	Yes***, weak (.131)	No	Yes*, weak (.118)
Q15. I am able to register for classes I need with few conflicts.	Yes ***, weak (.172)	Yes*, weak (.102)	No	No
Q35. Policies and procedures regarding registration and course selection are clear and well-publicized.	Yes ***, weak (.230)	Yes***, weak (.146)	No	Yes*, weak (.118)
Counseling/Advising (SSI Academic Advising/Counseling Scale Items)				
Q6. My academic advisor is approachable.	No	No	No	No
Q12. My academic advisor helps me set goals to work toward.	Yes **, weak (.152)	Yes*, weak (.107)	No	No
Q25. My academic advisor is concerned about my success as an individual.	Yes***, weak (.164)	Yes**, weak (.119)	No	No
Q32. My academic advisor is knowledgeable about my program requirements.	Yes*, weak (.129)	No	No	No
Q40. My academic advisor is knowledgeable about the transfer requirements of other schools.	No	No	No	No
Q48. Counseling staff care about students as individuals.	Yes **, weak (.162)	No	No	No
Q52. This school does whatever it can to help me reach my educational goals.	No	No	Yes*, weak (.106)	No

CHART 4
NOEL-LEVITZ STUDENT SATISFACTION INVENTORY
FALL 1999 MATRICULATION RELATED RESULTS
RIO HONDO COLLEGE VARIATIONS BY
GENDER, ETHNICITY, AGE, AND DISABILITY STATUS

	Are there statistically significant differences in Satisfaction by:		
Gender	Ethnicity #	Age ##	Disability
Follow-up			
Q46. Faculty provide timely feedback about student progress in a course.	No	Yes*, weak (.111)	Yes***, weak (.156)	No
Q65. Students are notified early in the term if they are doing poorly in a class.	No	Yes***, weak (.127)	Yes**, weak (.113)	No
Q50. Tutoring services are readily available.	Yes *, weak (.150)	Yes**, weak (.122)	No	Yes*, weak (.125)
Q79. There are adequate services to help me decide upon a major.	Yes *, weak (.141)	Yes*, weak (.107)	No	No
Q47. There are adequate services to help me decide upon a career.	No	Yes**, weak (.125)	No	No
Q75. The Transfer Center provides services which are helpful.	Yes **, weak (.167)	Yes***, weak (.143)	No	No
General				
Q63. I seldom get the "run-around" when seeking information on this campus.	No	No	Yes**, weak (.113)	No
Q74. There are sufficient degrees and programs offered at Rio Hondo College.	Yes*, weak (.138)	Yes***, weak (.149)	No	No

CHART 4
NOEL-LEVITZ STUDENT SATISFACTION INVENTORY
FALL 1999 MATRICULATION RELATED RESULTS
RIO HONDO COLLEGE VARIATIONS BY
GENDER, ETHNICITY, AGE, AND DISABILITY STATUS

Are there statistically significant differences in Importance (see note) by:				Are there statistically significant differences in Satisfaction by:		
Gender	Ethnicity #	Age ##	Disability	Gender	Ethnicity #	Age ##

Because of low numbers of responses of "not important at all," "not very important," and "somewhat unimportant," all responses indicating less importance than "neutral" were collapsed together before checking importance statistics.
Because of low numbers of responses of "not satisfied at all" and "not very satisfied," those two responses were collapsed together before checking the satisfaction statistics.
* Difference statistically significant at the .05 level.
** Difference statistically significant at the .01 level.
*** Difference statistically significant at the .001 level.
"Weak" differences have a statistically significant Phi or Cramer's V value between 0.10 and 0.29.
"Moderate" differences have a statistically significant Phi or Cramer's V value between 0.30 and 0.49.
"Strong" differences have a statistically significant Phi or Cramer's V value of 0.50 or greater.
"African-Americans" were combined with "American Indian or Alaskan Native" and "Other race" to increase numbers in the response cells. Students who answered "Prefer not to respond" and those who checked no box at all on the ethnicity question were not included in the statistics. This reduced the respondents 9.5 percent (from 955 to a maximum of 864).
The age range "45 or older" was combined with that of "35 to 44" to increase numbers in the response cells before checking the statistics.

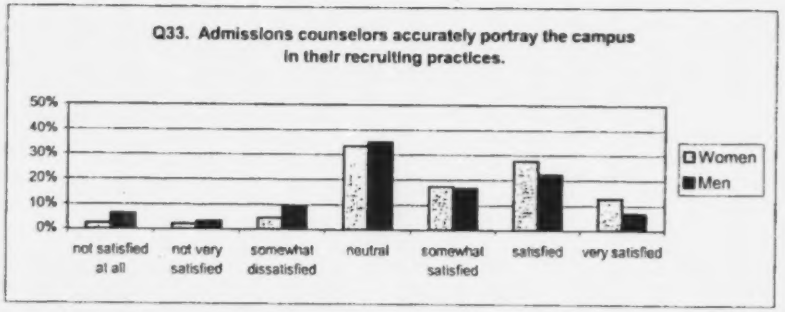
CHART 5
NOEL-LEVITZ STUDENT SATISFACTION INVENTORY
FALL 1999 MATRICULATION RELATED RESULTS
RIO HONDO COLLEGE STUDENT SATISFACTION
WITH SIGNIFICANT VARIATIONS BY GENDER

Admissions

Q33. Admissions counselors accurately portray the campus in their recruiting practices.

	not satisfied at all	not very satisfied	somewhat dissatisfied	neutral	somewhat satisfied	satisfied	very satisfied	Total
Women	9	8	17	128	67	106	49	384
Percent	2%	2%	4%	33%	17%	28%	13%	100%
Men	22	11	33	122	58	77	24	347
Percent	6%	3%	10%	35%	17%	22%	7%	100%
Total	31	19	50	250	125	183	73	731
Percent	4%	3%	7%	34%	17%	25%	10%	100%

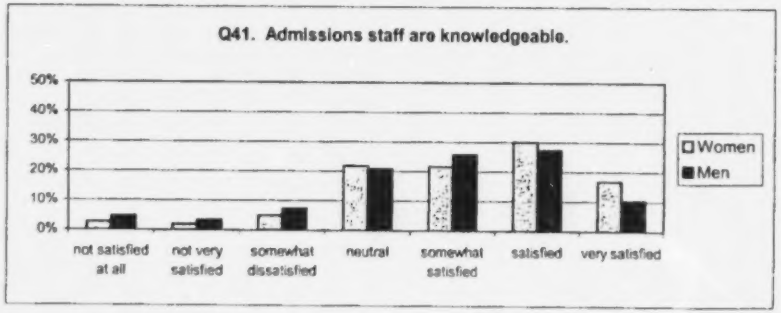
Pearson chi-square = 23.181, df = 6, p = .001, Cramer's V = .178, p = .001
Totals exclude students not stating their gender and those not responding or checking "not available/not used."



Q41. Admissions staff are knowledgeable.

	not satisfied at all	not very satisfied	somewhat dissatisfied	neutral	somewhat satisfied	satisfied	very satisfied	Total
Women	12	9	23	101	100	139	78	462
Percent	3%	2%	5%	22%	22%	30%	17%	100%
Men	18	13	28	79	98	104	39	379
Percent	5%	3%	7%	21%	26%	27%	10%	100%
Total	30	22	51	180	198	243	117	841
Percent	4%	3%	6%	21%	24%	29%	14%	100%

Pearson chi-square = 15.129, df = 6, p = .019, Cramer's V = .134, p = .019
Totals exclude students not stating their gender and those not responding or checking "not available/not used."



Orientation

Q59. New student orientation services help students adjust to college.

	not satisfied at all	not very satisfied	somewhat dissatisfied	neutral	somewhat satisfied	satisfied	very satisfied	Total
Women	4	7	19	98	76	122	76	402
Percent	1%	2%	5%	24%	19%	30%	19%	100%
Men	20	9	21	87	71	95	37	340
Percent	6%	3%	6%	26%	21%	28%	11%	100%
Total	24	16	40	185	147	217	113	742
Percent	3%	2%	5%	25%	20%	29%	15%	100%

Pearson chi-square = 23.645, df = 6, p = .001, Cramer's V = .179, p = .001
Totals exclude students not stating their gender and those not responding or checking "not available/not used."

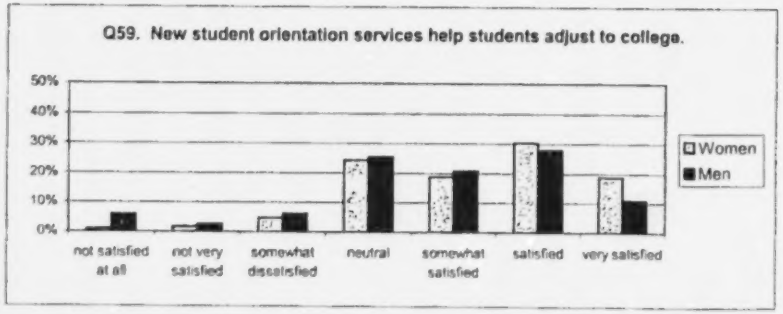
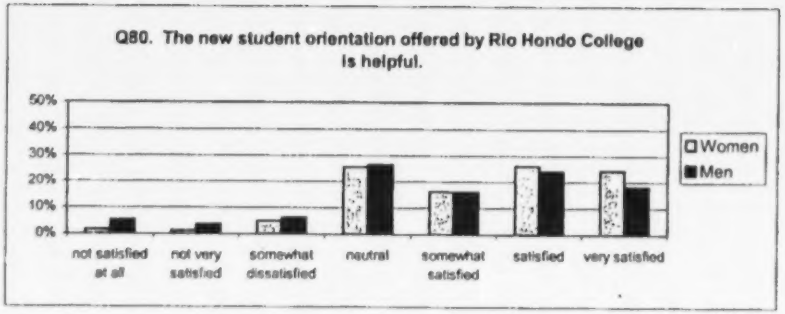


CHART 5
NOEL-LEVITZ STUDENT SATISFACTION INVENTORY
FALL 1999 MATRICULATION RELATED RESULTS
RIO HONDO COLLEGE STUDENT SATISFACTION
WITH SIGNIFICANT VARIATIONS BY GENDER

Q80. The new student orientation offered by Rio Hondo College is helpful.

	not satisfied at all	not very satisfied	somewhat dissatisfied	neutral	somewhat satisfied	satisfied	very satisfied	Total
Women	6	5	18	94	60	96	90	369
Percent	2%	1%	5%	25%	16%	26%	24%	100%
Men	16	11	19	80	49	73	55	303
Percent	5%	4%	6%	26%	16%	24%	18%	100%
Total	22	16	37	174	109	169	145	672
Percent	3%	2%	6%	26%	16%	25%	22%	100%

Pearson chi-square = 14.293, df = 6, p = .027, Cramer's V = .146, p = .027
Totals exclude students not stating their gender, not responding, or checking "not available/not used."

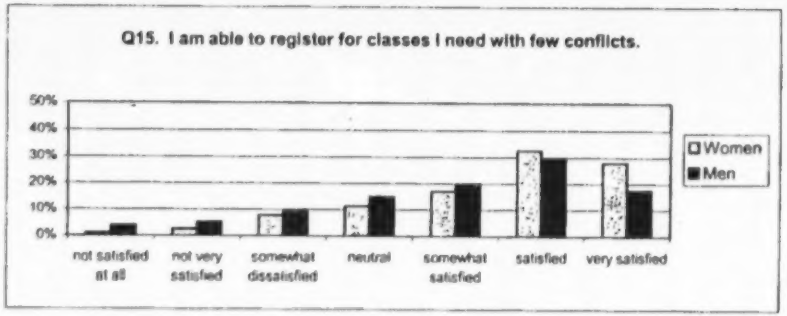


Registration

Q15. I am able to register for classes I need with few conflicts.

	not satisfied at all	not very satisfied	somewhat dissatisfied	neutral	somewhat satisfied	satisfied	very satisfied	Total
Women	5	12	37	54	82	157	135	482
Percent	1%	2%	8%	11%	17%	33%	28%	100%
Men	15	20	36	59	79	118	69	396
Percent	4%	5%	9%	15%	20%	30%	17%	100%
Total	20	32	73	113	161	275	204	878
Percent	2%	4%	8%	13%	18%	31%	23%	100%

Pearson chi-square = 26.000, df = 6, p < .001, Cramer's V = .172, p < .001
Totals exclude students not stating their gender, not responding, or checking "not available/not used."



Q35. Policies and procedures regarding registration and course selection are clear and well-publicized.

	not satisfied at all	not very satisfied	somewhat dissatisfied	neutral	somewhat satisfied	satisfied	very satisfied	Total
Women	7	9	12	64	81	175	132	480
Percent	1%	2%	3%	13%	17%	36%	28%	100%
Men	12	11	37	63	91	120	57	391
Percent	3%	3%	9%	16%	23%	31%	15%	100%
Total	19	20	49	127	172	295	189	871
Percent	2%	2%	6%	15%	20%	34%	22%	100%

Pearson chi-square = 46.265, df = 6, p < .001, Cramer's V = .230, p < .001
Totals exclude students not stating their gender, not responding, or checking "not available/not used."

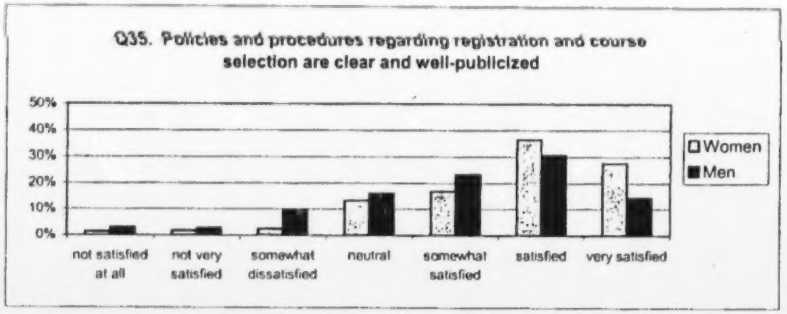


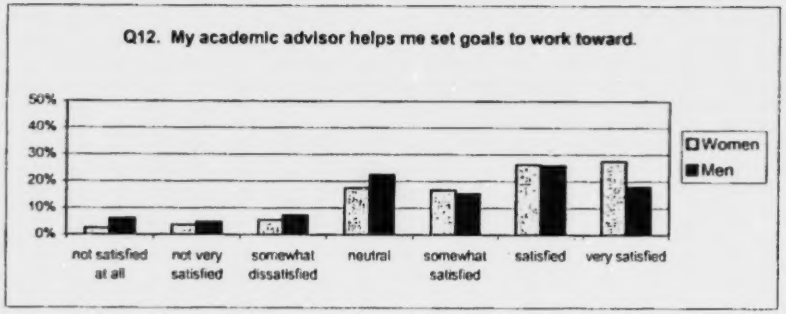
CHART 5
NOEL-LEVITZ STUDENT SATISFACTION INVENTORY
FALL 1999 MATRICULATION RELATED RESULTS
RIO HONDO COLLEGE STUDENT SATISFACTION
WITH SIGNIFICANT VARIATIONS BY GENDER

Counseling/Advising (SSI Academic Advising/Counseling Scale Items)

Q12. My academic advisor helps me set goals to work toward.

	not satisfied at all	not very satisfied	somewhat dissatisfied	neutral	somewhat satisfied	satisfied	very satisfied	Total
Women	11	16	24	76	73	114	120	434
Percent	3%	4%	6%	18%	17%	26%	28%	100%
Men	23	18	27	84	58	97	67	374
Percent	6%	5%	7%	22%	16%	26%	18%	100%
Total	34	34	51	160	131	211	187	808
Percent	4%	4%	6%	20%	16%	26%	23%	100%

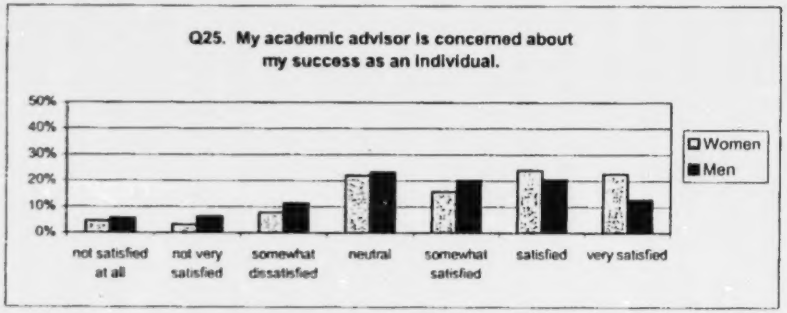
Pearson chi-square = 18.686, df = 6, p = .005, Cramer's V = .152, p = .005
Totals exclude students not stating their gender, not responding, or checking "not available/not used."



Q25. My academic advisor is concerned about my success as an individual.

	not satisfied at all	not very satisfied	somewhat dissatisfied	neutral	somewhat satisfied	satisfied	very satisfied	Total
Women	20	14	34	97	70	106	100	441
Percent	5%	3%	8%	22%	16%	24%	23%	100%
Men	21	23	42	86	75	76	47	370
Percent	6%	6%	11%	23%	20%	21%	13%	100%
Total	41	37	76	183	145	182	147	811
Percent	5%	5%	9%	23%	18%	22%	18%	100%

Pearson chi-square = 21.895, df = 6, p = .001, Cramer's V = .164, p = .001
Totals exclude students not stating their gender, not responding, or checking "not available/not used."



Q32. My academic advisor is knowledgeable about my program requirements.

	not satisfied at all	not very satisfied	somewhat dissatisfied	neutral	somewhat satisfied	satisfied	very satisfied	Total
Women	11	14	29	73	77	112	119	435
Percent	3%	3%	7%	17%	18%	26%	27%	100%
Men	21	12	23	75	75	90	70	366
Percent	6%	3%	6%	20%	20%	25%	19%	100%
Total	32	26	52	148	152	202	189	801
Percent	4%	3%	6%	18%	19%	25%	24%	100%

Pearson chi-square = 13.279, df = 6, p = .039, Cramer's V = .129, p = .039
Totals exclude students not stating their gender, not responding, or checking "not available/not used."

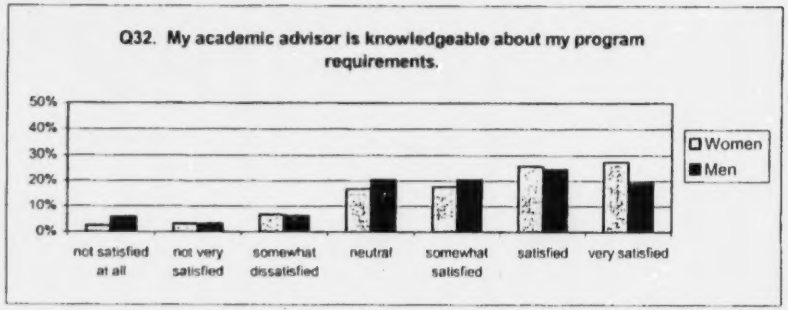
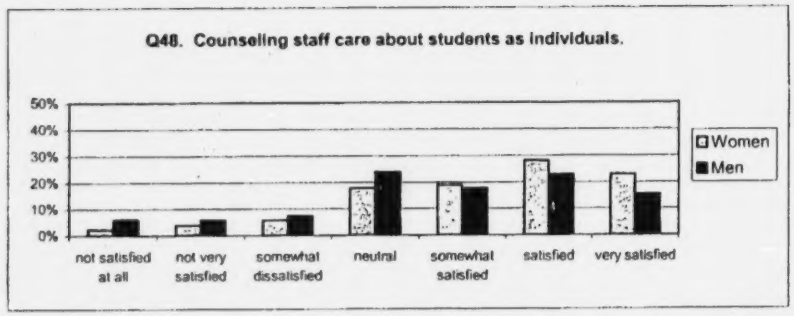


CHART 5
NOEL-LEVITZ STUDENT SATISFACTION INVENTORY
FALL 1999 MATRICULATION RELATED RESULTS
RIO HONDO COLLEGE STUDENT SATISFACTION
WITH SIGNIFICANT VARIATIONS BY GENDER

Q48. Counseling staff care about students as individuals.

	not satisfied at all	not very satisfied	somewhat dissatisfied	neutral	somewhat satisfied	satisfied	very satisfied	Total
Women	10	17	25	79	84	124	102	441
Percent	2%	4%	6%	18%	19%	28%	23%	100%
Men	22	21	27	88	65	84	57	364
Percent	6%	6%	7%	24%	18%	23%	16%	100%
Total	32	38	52	167	149	208	159	805
Percent	4%	5%	6%	21%	19%	26%	20%	100%

Pearson chi-square = 21.162, df = 6, p = .002, Cramer's V = .162, p = .002
Totals exclude students not stating their gender, not responding, or checking "not available/not used."

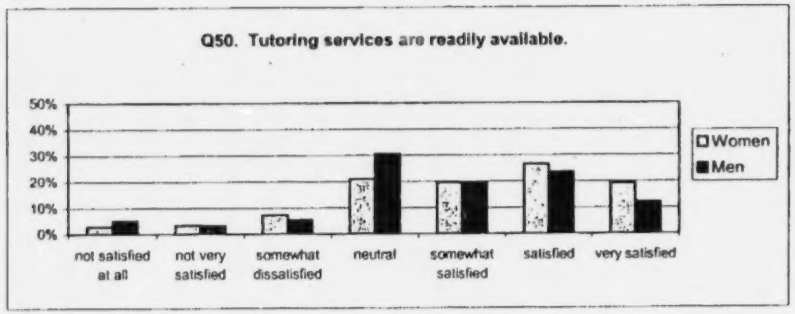


Follow-up

Q50. Tutoring services are readily available.

	not satisfied at all	not very satisfied	somewhat dissatisfied	neutral	somewhat satisfied	satisfied	very satisfied	Total
Women	11	13	29	83	77	105	76	394
Percent	3%	3%	7%	21%	20%	27%	19%	100%
Men	18	11	19	105	67	82	42	344
Percent	5%	3%	6%	31%	19%	24%	12%	100%
Total	29	24	48	188	144	187	118	738
Percent	4%	3%	7%	25%	20%	25%	16%	100%

Pearson chi-square = 16.522, df = 6, p = .011, Cramer's V = .150, p = .011
Totals exclude students not stating their gender, not responding, or checking "not available/not used."



Q79. There are adequate services to help me decide upon a major.

	not satisfied at all	not very satisfied	somewhat dissatisfied	neutral	somewhat satisfied	satisfied	very satisfied	Total
Women	7	10	31	68	81	134	92	423
Percent	2%	2%	7%	16%	19%	32%	22%	100%
Men	18	15	32	65	62	96	57	345
Percent	5%	4%	9%	19%	18%	28%	17%	100%
Total	25	25	63	133	143	230	149	768
Percent	3%	3%	8%	17%	19%	30%	19%	100%

Pearson chi-square = 15.182, df = 6, p = .019, Cramer's V = .141, p = .019
Totals exclude students not stating their gender, not responding, or checking "not available/not used."

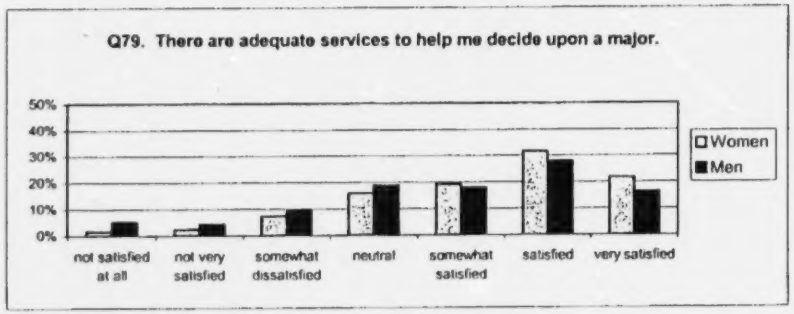
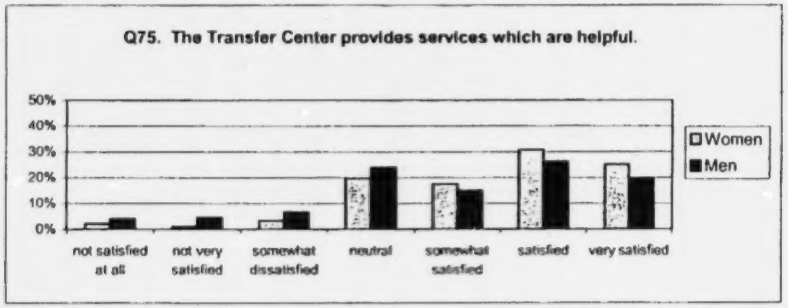


CHART 5
NOEL-LEVITZ STUDENT SATISFACTION INVENTORY
FALL 1999 MATRICULATION RELATED RESULTS
RIO HONDO COLLEGE STUDENT SATISFACTION
WITH SIGNIFICANT VARIATIONS BY GENDER

Q75. The Transfer Center provides services which are helpful.

	not satisfied at all	not very satisfied	somewhat dissatisfied	neutral	somewhat satisfied	satisfied	very satisfied	Total
Women	8	4	12	70	62	109	89	354
Percent	2%	1%	3%	20%	18%	31%	25%	100%
Men	13	15	21	76	48	83	61	317
Percent	4%	5%	7%	24%	15%	26%	19%	100%
Total	21	19	33	146	110	192	150	671
Percent	3%	3%	5%	22%	16%	29%	22%	100%

Pearson chi-square = 18.806, df = 6, p = .005, Cramer's V = .167, p = .005
Totals exclude students not stating their gender, not responding, or checking "not available/not used."



General

Q74. There are sufficient degrees and programs offered at Rio Hondo College.

	not satisfied at all	not very satisfied	somewhat dissatisfied	neutral	somewhat satisfied	satisfied	very satisfied	Total
Women	8	9	20	70	78	157	102	444
Percent	2%	2%	5%	16%	18%	35%	23%	100%
Men	12	12	20	67	73	127	48	359
Percent	3%	3%	6%	19%	20%	35%	13%	100%
Total	20	21	40	137	151	284	150	803
Percent	2%	3%	5%	17%	19%	35%	19%	100%

Pearson chi-square = 15.242, df = 6, p = .018, Cramer's V = .138, p = .018
Totals exclude students not stating their gender, not responding, or checking "not available/not used."

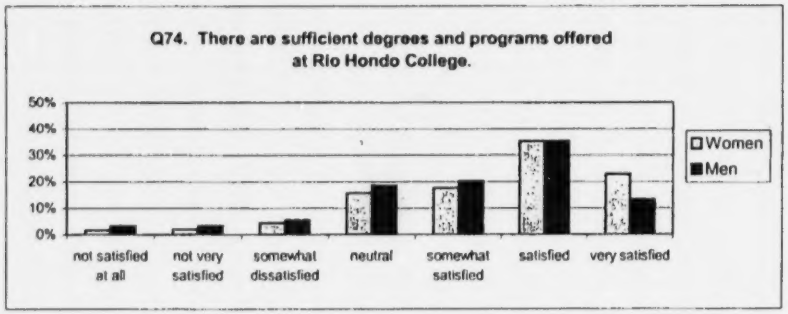


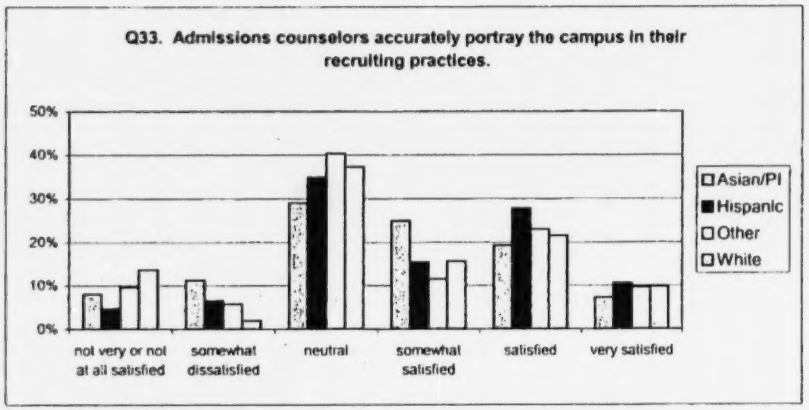
CHART 6
NOEL-LEVITZ STUDENT SATISFACTION INVENTORY
FALL 1999 MATRICULATION RELATED RESULTS
RIO HONDO COLLEGE STUDENT SATISFACTION
WITH SIGNIFICANT VARIATIONS BY ETHNICITY

Admissions

Q33. Admissions counselors accurately portray the campus in their recruiting practices.

	not very or not at all satisfied	somewhat dissatisfied	neutral	somewhat satisfied	satisfied	very satisfied	Total
Asian/PI	10	14	36	31	24	9	124
Percent	8%	11%	29%	25%	19%	7%	100%
Hispanic	22	31	164	73	131	50	471
Percent	5%	7%	35%	15%	28%	11%	100%
Other	5	3	21	6	12	5	52
Percent	10%	6%	40%	12%	23%	10%	100%
White	7	1	19	8	11	5	51
Percent	14%	2%	37%	16%	22%	10%	100%
Total	44	49	240	118	178	69	698
Percent	6%	7%	34%	17%	26%	10%	100%

Pearson chi-square = 25.679, df = 15, 4 cells (16.7 %) expected count < 5, p = .042,
Cramer's V = .192, p = .042
Totals exclude students not stating their ethnicity or checking "Prefer Not to Respond" regarding ethnicity, and those not responding to the question, or checking "not available/not used" regarding the item.



Q41. Admissions staff are knowledgeable.

	not very or not at all satisfied	somewhat dissatisfied	neutral	somewhat satisfied	satisfied	very satisfied	Total
Asian/PI	11	14	34	38	30	8	135
Percent	8%	10%	25%	28%	22%	6%	100%
Hispanic	29	22	116	118	167	86	538
Percent	5%	4%	22%	22%	31%	16%	100%
Other	6	3	8	16	18	9	60
Percent	10%	5%	13%	27%	30%	15%	100%
White	3	7	14	19	18	8	69
Percent	4%	10%	20%	28%	26%	12%	100%
Total	49	46	172	191	233	111	802
Percent	6%	6%	21%	24%	29%	14%	100%

Pearson chi-square = 29.778, df = 15, 4 cells (16.7 %) expected count < 5, p = .013,
Cramer's V = .111, p = .013
Totals exclude students not stating their ethnicity or checking "Prefer Not to Respond" regarding ethnicity, and those not responding to the question, or checking "not available/not used" regarding the item.

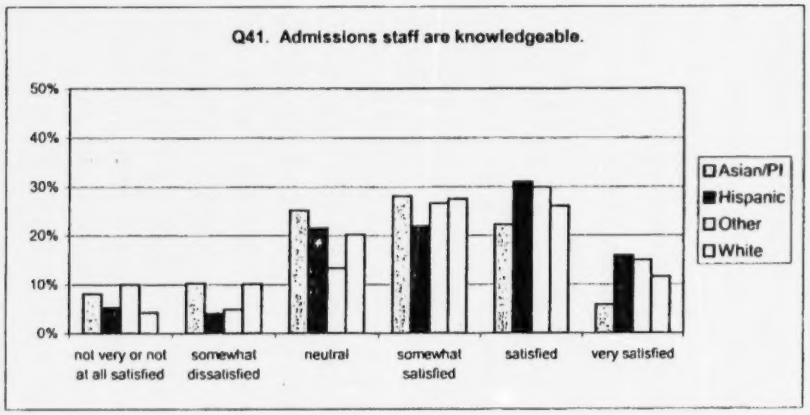


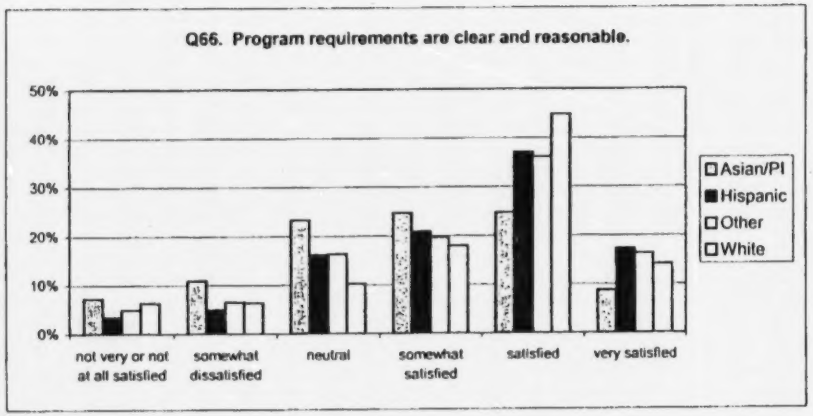
CHART 6
NOEL-LEVITZ STUDENT SATISFACTION INVENTORY
FALL 1999 MATRICULATION RELATED RESULTS
RIO HONDO COLLEGE STUDENT SATISFACTION
WITH SIGNIFICANT VARIATIONS BY ETHNICITY

Orientation

Q66. Program requirements are clear and reasonable.

	not very or not at all satisfied	somewhat dissatisfied	neutral	somewhat satisfied	satisfied	very satisfied	Total
Asian/PI	10	15	32	34	34	12	137
Percent	7%	11%	23%	25%	25%	9%	100%
Hispanic	19	27	89	115	204	95	549
Percent	3%	5%	16%	21%	37%	17%	100%
Other	3	4	10	12	22	10	61
Percent	5%	7%	16%	20%	36%	16%	100%
White	5	5	8	14	35	11	78
Percent	6%	6%	10%	18%	45%	14%	100%
Total	37	51	139	175	295	128	825
Percent	4%	6%	17%	21%	36%	16%	100%

Pearson chi-square = 29.757, df = 15, 4 cells (16.7 %) expected count < 5, p = .013,
Cramer's V = .110, p = .013
Totals exclude students not stating their ethnicity or checking "Prefer Not to Respond" regarding ethnicity, and those not responding to the question, or checking "not available/not used" regarding the item.



Q80. The new student orientation offered by Rio Hondo College is helpful.

	not very or not at all satisfied	somewhat dissatisfied	neutral	somewhat satisfied	satisfied	very satisfied	Total
Asian/PI	9	11	32	27	22	15	116
Percent	8%	9%	28%	23%	19%	13%	100%
Hispanic	21	18	108	59	115	111	432
Percent	5%	4%	25%	14%	27%	26%	100%
Other	2	3	13	5	14	10	47
Percent	4%	6%	28%	11%	30%	21%	100%
White	1	2	16	11	14	3	47
Percent	2%	4%	34%	23%	30%	6%	100%
Total	33	34	169	102	165	139	642
Percent	5%	5%	26%	16%	26%	22%	100%

Pearson chi-square = 32.073, df = 15, 4 cells (16.7 %) expected count < 5, p = .006,
Cramer's V = .129, p = .006
Totals exclude students not stating their ethnicity or checking "Prefer Not to Respond" regarding ethnicity, and those not responding to the question, or checking "not available/not used" regarding the item.

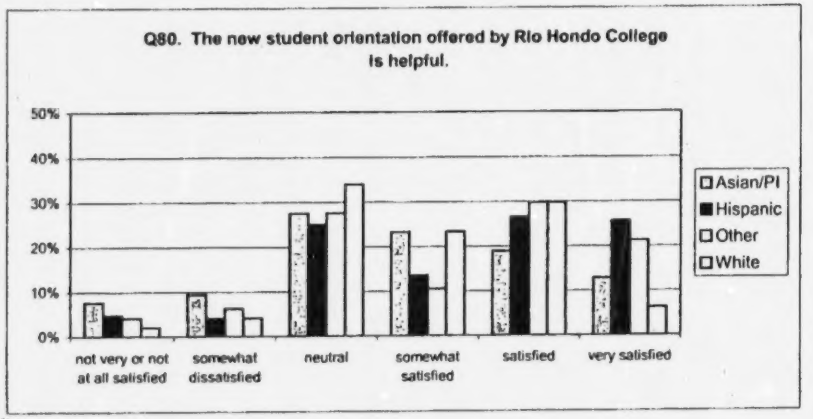
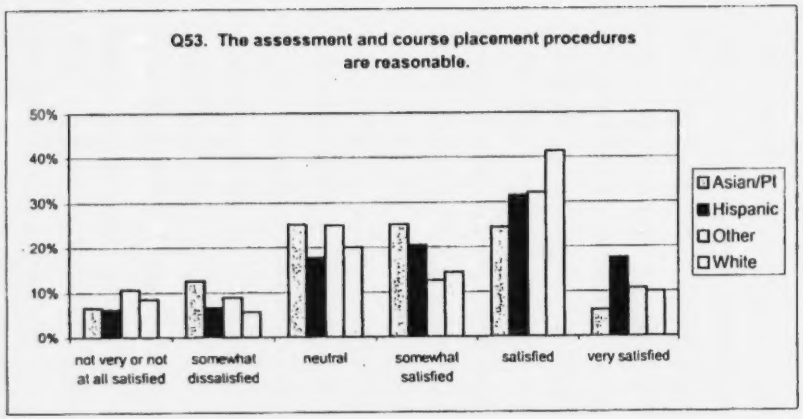


CHART 6
NOEL-LEVITZ STUDENT SATISFACTION INVENTORY
FALL 1999 MATRICULATION RELATED RESULTS
RIO HONDO COLLEGE STUDENT SATISFACTION
WITH SIGNIFICANT VARIATIONS BY ETHNICITY

Assessment

Q53. The assessment and course placement procedures are reasonable.

	not very or not at all satisfied	somewhat dissatisfied	neutral	somewhat satisfied	satisfied	very satisfied	Total
Asian/PI	9	17	34	34	33	8	135
Percent	7%	13%	25%	25%	24%	6%	100%
Hispanic	33	35	94	109	167	93	531
Percent	6%	7%	18%	21%	31%	18%	100%
Other	6	5	14	7	18	6	56
Percent	11%	9%	25%	13%	32%	11%	100%
White	6	4	14	10	29	7	70
Percent	9%	6%	20%	14%	41%	10%	100%
Total	54	61	156	160	247	114	792
Percent	7%	8%	20%	20%	31%	14%	100%

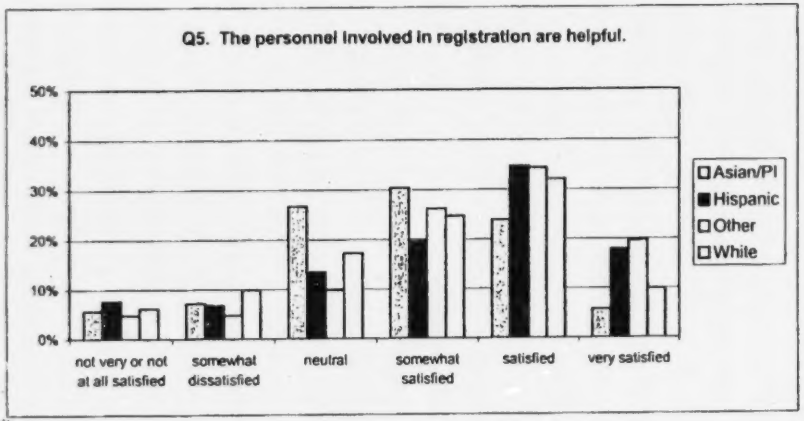


Pearson chi-square = 31.979, df = 15, 3 cells (12.5 %) expected count < 5, p = .006,
Cramer's V = .116, p = .006
Totals exclude students not stating their ethnicity or checking "Prefer Not to Respond" regarding ethnicity, and those not responding to the question, or checking "not available/not used" regarding the item.

Registration

Q5. The personnel involved in registration are helpful.

	not very or not at all satisfied	somewhat dissatisfied	neutral	somewhat satisfied	satisfied	very satisfied	Total
Asian/PI	8	10	37	42	33	8	138
Percent	6%	7%	27%	30%	24%	6%	100%
Hispanic	43	38	75	109	194	100	559
Percent	8%	7%	13%	19%	35%	18%	100%
Other	3	3	6	16	21	12	61
Percent	5%	5%	10%	26%	34%	20%	100%
White	5	8	14	20	26	8	81
Percent	6%	10%	17%	25%	32%	10%	100%
Total	59	59	132	187	274	128	839
Percent	7%	7%	16%	22%	33%	15%	100%



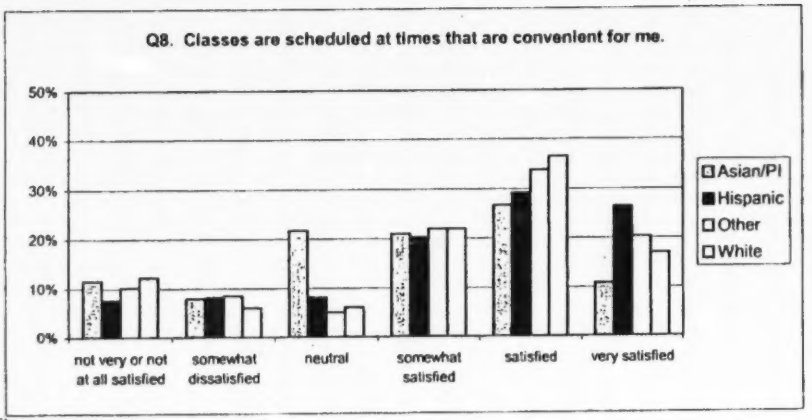
Pearson chi-square = 40.294, df = 15, 2 cells (8.3 %) expected count < 5, p < .001,
Cramer's V = .127, p < .001
Totals exclude students not stating their ethnicity or checking "Prefer Not to Respond" regarding ethnicity, and those not responding to the question, or checking "not available/not used" regarding the item.

CHART 6
NOEL-LEVITZ STUDENT SATISFACTION INVENTORY
FALL 1999 MATRICULATION RELATED RESULTS
RIO HONDO COLLEGE STUDENT SATISFACTION
WITH SIGNIFICANT VARIATIONS BY ETHNICITY

Q8. Classes are scheduled at times that are convenient for me.

	not very or not at all satisfied	somewhat dissatisfied	neutral	somewhat satisfied	satisfied	very satisfied	Total
Asian/PI	16	11	30	29	37	15	138
Percent	12%	8%	22%	21%	27%	11%	100%
Hispanic	42	45	45	112	161	146	551
Percent	8%	8%	8%	20%	29%	26%	100%
Other	6	5	3	13	20	12	59
Percent	10%	8%	5%	22%	34%	20%	100%
White	10	5	5	18	30	14	82
Percent	12%	6%	6%	22%	37%	17%	100%
Total	74	66	83	172	248	187	830
Percent	9%	8%	10%	21%	30%	23%	100%

Pearson chi-square = 42.798, df = 15, 1 cells (4.2 %) expected count < 5, p < .001,
Cramer's V = .131, p < .001
Totals exclude students not stating their ethnicity or checking "Prefer Not to Respond" regarding ethnicity, and those not responding to the question, or checking "not available/not used" regarding the item.



Q15. I am able to register for classes I need with few conflicts.

	not very or not at all satisfied	somewhat dissatisfied	neutral	somewhat satisfied	satisfied	very satisfied	Total
Asian/PI	10	15	28	29	40	15	137
Percent	7%	11%	20%	21%	29%	11%	100%
Hispanic	29	41	67	103	172	141	553
Percent	5%	7%	12%	19%	31%	25%	100%
Other	4	5	5	9	23	17	63
Percent	6%	8%	8%	14%	37%	27%	100%
White	5	10	8	12	30	17	82
Percent	6%	12%	10%	15%	37%	21%	100%
Total	48	71	108	153	265	190	835
Percent	6%	9%	13%	18%	32%	23%	100%

Pearson chi-square = 26.128, df = 15, 2 cells (8.3 %) expected count < 5, p = .037,
Cramer's V = .102, p = .037
Totals exclude students not stating their ethnicity or checking "Prefer Not to Respond" regarding ethnicity, and those not responding to the question, or checking "not available/not used" regarding the item.

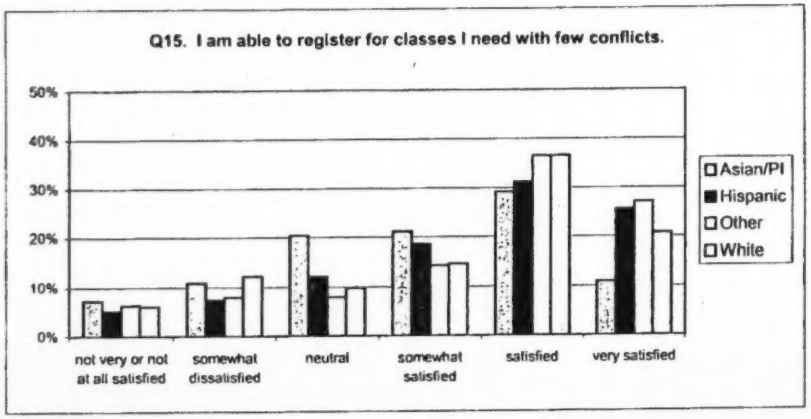
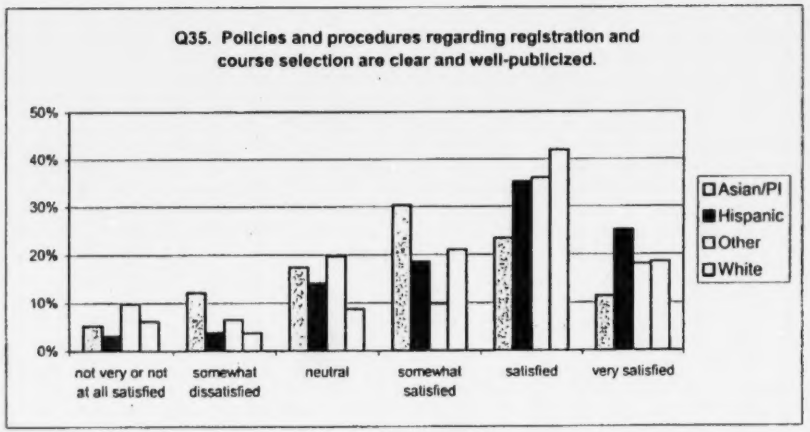


CHART 6
NOEL-LEVITZ STUDENT SATISFACTION INVENTORY
FALL 1999 MATRICULATION RELATED RESULTS
RIO HONDO COLLEGE STUDENT SATISFACTION
WITH SIGNIFICANT VARIATIONS BY ETHNICITY

Q35. Policies and procedures regarding registration and course selection are clear and well-publicized.

	not very or not at all satisfied	somewhat dissatisfied	neutral	somewhat satisfied	satisfied	very satisfied	Total
Asian/PI	7	16	23	40	31	15	132
Percent	5%	12%	17%	30%	23%	11%	100%
Hispanic	17	21	79	103	196	140	556
Percent	3%	4%	14%	19%	35%	25%	100%
Other	6	4	12	6	22	11	61
Percent	10%	7%	20%	10%	36%	18%	100%
White	5	3	7	17	34	15	81
Percent	6%	4%	9%	21%	42%	19%	100%
Total	35	44	121	166	283	181	830
Percent	4%	5%	15%	20%	34%	22%	100%

Pearson chi-square = 53.087, df = 15, 4 cells (16.7 %) expected count < 5, p < .001,
Cramer's V = .146, p < .001
Totals exclude students not stating their ethnicity or checking "Prefer Not to Respond" regarding ethnicity, and those not responding to the question, or checking "not available/not used" regarding the item.



Counseling/Advising (SSI Academic Advising/Counseling Scale Items)

Q12. My academic advisor helps me set goals to work toward.

	not very or not at all satisfied	somewhat dissatisfied	neutral	somewhat satisfied	satisfied	very satisfied	Total
Asian/PI	7	7	35	32	33	19	133
Percent	5%	5%	26%	24%	25%	14%	100%
Hispanic	40	31	96	73	145	132	517
Percent	8%	6%	19%	14%	28%	26%	100%
Other	8	3	12	10	11	12	56
Percent	14%	5%	21%	18%	20%	21%	100%
White	8	7	13	9	14	13	64
Percent	13%	11%	20%	14%	22%	20%	100%
Total	63	48	156	124	203	176	770
Percent	8%	6%	20%	16%	26%	23%	100%

Pearson chi-square = 26.296, df = 15, 3 cells (12.5 %) expected count < 5, p = .035,
Cramer's V = .107, p = .035
Totals exclude students not stating their ethnicity or checking "Prefer Not to Respond" regarding ethnicity, and those not responding to the question, or checking "not available/not used" regarding the item.

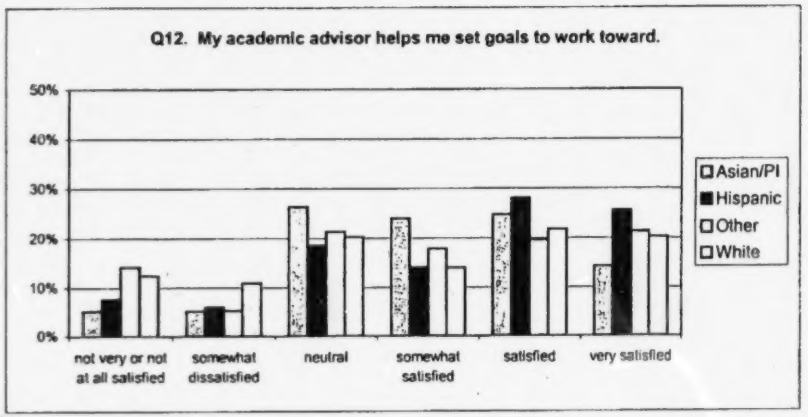
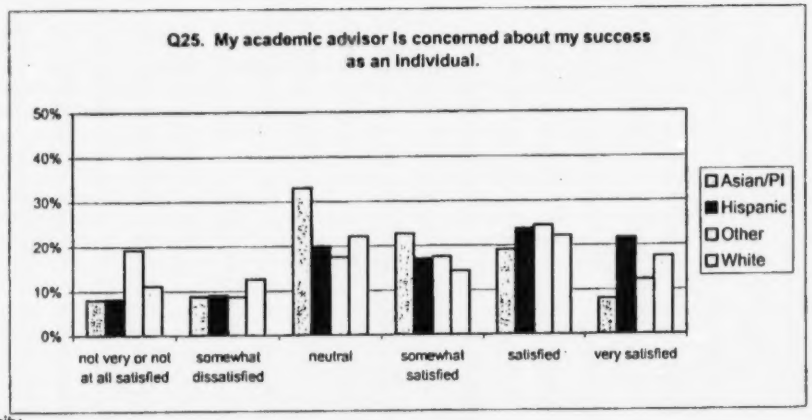


CHART 6
NOEL-LEVITZ STUDENT SATISFACTION INVENTORY
FALL 1999 MATRICULATION RELATED RESULTS
RIO HONDO COLLEGE STUDENT SATISFACTION
WITH SIGNIFICANT VARIATIONS BY ETHNICITY

Q25. My academic advisor is concerned about my success as an individual.

	not very or not at all satisfied	somewhat dissatisfied	neutral	somewhat satisfied	satisfied	very satisfied	Total
Asian/PI	11	12	45	31	26	11	136
Percent	8%	9%	33%	23%	19%	8%	100%
Hispanic	43	47	104	89	124	113	520
Percent	8%	9%	20%	17%	24%	22%	100%
Other		5	10	10	14	7	57
Percent	19%	9%	18%	18%	25%	12%	100%
White	7	8	14	9	14	11	63
Percent	11%	13%	22%	14%	22%	17%	100%
Total	72	72	173	139	178	142	776
Percent	9%	9%	22%	18%	23%	18%	100%

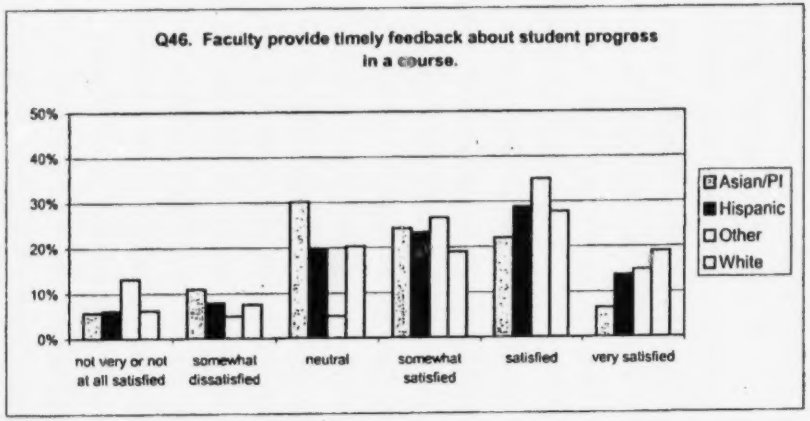


Pearson chi-square = 32.799, df = 15, 0 cells (0.0 %) expected count < 5, p = .005,
Cramer's V = .119, p = .005
Totals exclude students not stating their ethnicity or checking "Prefer Not to Respond" regarding ethnicity, and those not responding to the question, or checking "not available/not used" regarding the item.

Follow-up

Q46. Faculty provide timely feedback about student progress in a course.

	not very or not at all satisfied	somewhat dissatisfied	neutral	somewhat satisfied	satisfied	very satisfied	Total
Asian/PI	8	15	41	33	30	9	136
Percent	6%	11%	30%	24%	22%	7%	100%
Hispanic	34	43	108	127	157	75	544
Percent	6%	8%	20%	23%	29%	14%	100%
Other	8	3	3	16	21	9	60
Percent	13%	5%	5%	27%	35%	15%	100%
White	5	6	16	15	22	15	79
Percent	6%	8%	20%	19%	28%	19%	100%
Total	55	67	168	191	230	108	819
Percent	7%	8%	21%	23%	28%	13%	100%



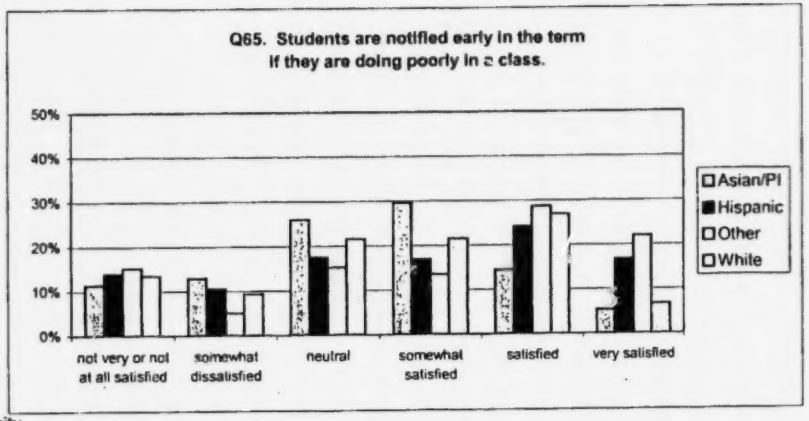
Pearson chi-square = 30.371, df = 15, 2 cells (8.3 %) expected count < 5, p = .011,
Cramer's V = .111, p = .011
Totals exclude students not stating their ethnicity or checking "Prefer Not to Respond" regarding ethnicity, and those not responding to the question, or checking "not available/not used" regarding the item.

CHART 6
NOEL-LEVITZ STUDENT SATISFACTION INVENTORY
FALL 1999 MATRICULATION RELATED RESULTS
RIO HONDO COLLEGE STUDENT SATISFACTION
WITH SIGNIFICANT VARIATIONS BY ETHNICITY

Q65. Students are notified early in the term if they are doing poorly in a class.

	not very or not at all satisfied	somewhat dissatisfied	neutral	somewhat satisfied	satisfied	very satisfied	Total
Asian/PI	15	17	34	39	19	7	131
Percent	11%	13%	26%	30%	15%	5%	100%
Hispanic	76	57	95	92	131	91	542
Percent	14%	11%	18%	17%	24%	17%	100%
Other	9	3	9	8	17	13	59
Percent	15%	5%	15%	14%	29%	22%	100%
White	10	7	16	16	20	5	74
Percent	14%	9%	22%	22%	27%	7%	100%
Total	110	84	154	155	187	116	806
Percent	14%	10%	19%	19%	23%	14%	100%

Pearson chi-square = 38.738, df = 15, 0 cells (0.0 %) expected count < 5, p = .001,
Cramer's V = .127, p = .001
Totals exclude students not stating their ethnicity or checking "Prefer Not to Respond" regarding ethnicity, and those not responding to the question, or checking "not available/not used" regarding the item.



Q50. Tutoring services are readily available.

	not very or not at all satisfied	somewhat dissatisfied	neutral	somewhat satisfied	satisfied	very satisfied	Total
Asian/PI	13	14	33	26	26	9	121
Percent	11%	12%	27%	21%	21%	7%	100%
Hispanic	28	26	113	99	120	89	475
Percent	6%	5%	24%	21%	25%	19%	100%
Other	4	4	20	4	14	9	55
Percent	7%	7%	36%	7%	25%	16%	100%
White	4	2	15	9	21	5	56
Percent	7%	4%	27%	16%	38%	9%	100%
Total	49	46	181	138	181	112	707
Percent	7%	7%	26%	20%	26%	16%	100%

Pearson chi-square = 31.643, df = 15, 4 cells (16.7 %) expected count < 5, p = .007,
Cramer's V = .122, p = .007
Totals exclude students not stating their ethnicity or checking "Prefer Not to Respond" regarding ethnicity, and those not responding to the question, or checking "not available/not used" regarding the item.

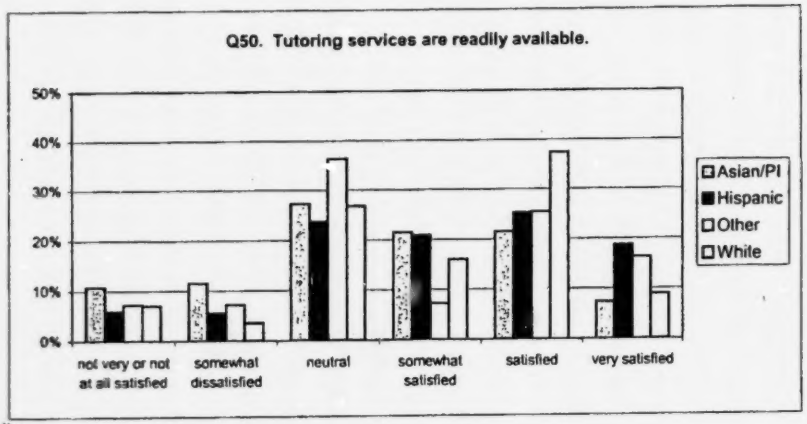
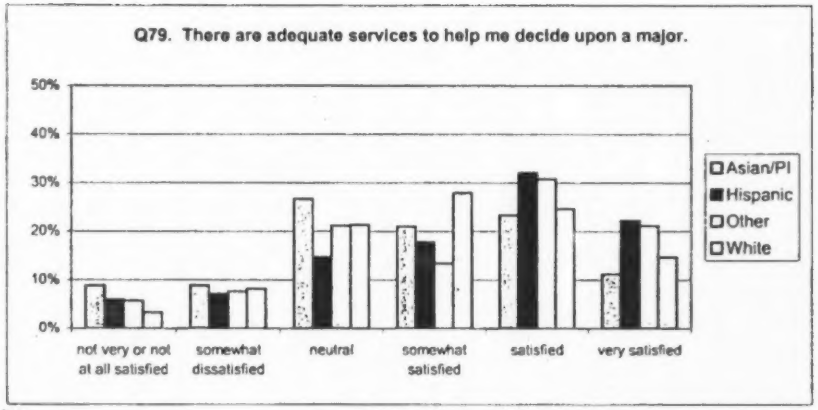


CHART 6
NOEL-LEVITZ STUDENT SATISFACTION INVENTORY
FALL 1999 MATRICULATION RELATED RESULTS
RIO HONDO COLLEGE STUDENT SATISFACTION
WITH SIGNIFICANT VARIATIONS BY ETHNICITY

Q79. There are adequate services to help me decide upon a major.

	not very or not at all satisfied	somewhat dissatisfied	neutral	somewhat satisfied	satisfied	very satisfied	Total
Asian/PI	11	11	33	26	29	14	124
Percent	9%	9%	27%	21%	23%	11%	100%
Hispanic	30	36	74	89	160	111	500
Percent	6%	7%	15%	18%	32%	22%	100%
Other	3	4	11	7	16	11	52
Percent	6%	8%	21%	13%	31%	21%	100%
White	2	5	13	17	15	9	61
Percent	3%	8%	21%	28%	25%	15%	100%
Total	46	56	131	139	220	145	737
Percent	6%	8%	18%	19%	30%	20%	100%

Pearson chi-square = 25.364, df = 15, 4 cells (16.7 %) expected count < 5, p = .045,
Cramer's V = .107, p = .045
Totals exclude students not stating their ethnicity or checking "Prefer Not to Respond" regarding ethnicity, and those not responding to the question, or checking "not available/not used" regarding the item.



Q47. There are adequate services to help me decide upon a career.

	not very or not at all satisfied	somewhat dissatisfied	neutral	somewhat satisfied	satisfied	very satisfied	Total
Asian/PI	8	16	36	33	24	10	127
Percent	6%	13%	28%	26%	19%	8%	100%
Hispanic	27	29	96	108	159	89	508
Percent	5%	6%	19%	21%	31%	18%	100%
Other	7	4	10	11	13	9	54
Percent	13%	7%	19%	20%	24%	17%	100%
White	4	3	18	14	18	4	61
Percent	7%	5%	30%	23%	30%	7%	100%
Total	46	52	160	166	214	112	750
Percent	6%	7%	21%	22%	29%	15%	100%

Pearson chi-square = 34.989, df = 15, 4 cells (16.7 %) expected count < 5, p = .002,
Cramer's V = .125, p = .002
Totals exclude students not stating their ethnicity or checking "Prefer Not to Respond" regarding ethnicity, and those not responding to the question, or checking "not available/not used" regarding the item.

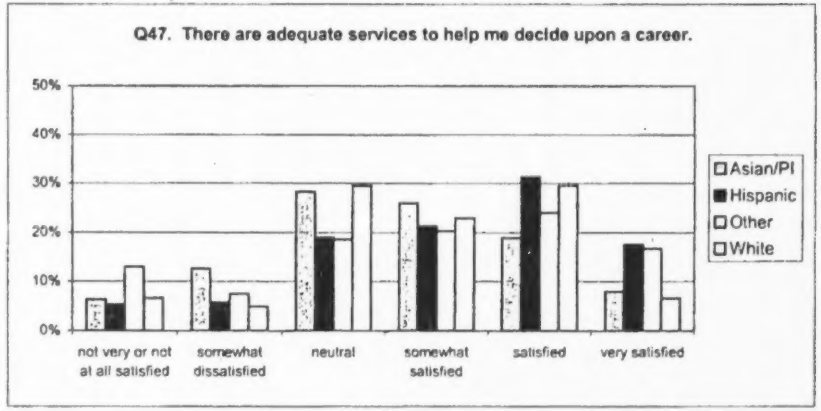
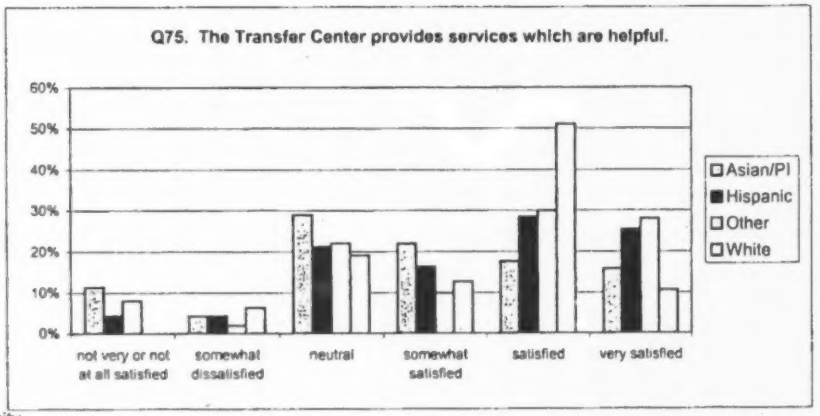


CHART 6
NOEL-LEVITZ STUDENT SATISFACTION INVENTORY
FALL 1999 MATRICULATION RELATED RESULTS
RIO HONDO COLLEGE STUDENT SATISFACTION
WITH SIGNIFICANT VARIATIONS BY ETHNICITY

Q75. The Transfer Center provides services which are helpful.

	not very or not at all satisfied	somewhat dissatisfied	neutral	somewhat satisfied	satisfied	very satisfied	Total
Asian/PI	13	5	33	25	20	18	114
Percent	11%	4%	29%	22%	18%	16%	100%
Hispanic	19	19	91	70	122	109	430
Percent	4%	4%	21%	16%	28%	25%	100%
Other	4	1	11	5	15	14	50
Percent	8%	2%	22%	10%	30%	28%	100%
White	0	3	9	6	24	5	47
Percent	0%	6%	19%	13%	51%	11%	100%
Total	36	28	144	106	181	146	641
Percent	6%	4%	22%	17%	28%	23%	100%

Pearson chi-square = 39.213, df = 15, 5 cells (20.8 %) expected count < 5, p = .001,
Cramer's V = .143, p = .001
Totals exclude students not stating their ethnicity or checking "Prefer Not to Respond" regarding ethnicity, and those not responding to the question, or checking "not available/not used" regarding the item.



General

Q74. There are sufficient degrees and programs offered at Rio Hondo College.

	not very or not at all satisfied	somewhat dissatisfied	neutral	somewhat satisfied	satisfied	very satisfied	Total
Asian/PI	12	13	30	30	29	10	124
Percent	10%	10%	24%	24%	23%	8%	100%
Hispanic	24	18	89	87	185	109	512
Percent	5%	4%	17%	17%	36%	21%	100%
Other	2	5	7	12	20	11	57
Percent	4%	9%	12%	21%	35%	19%	100%
White	0	2	7	11	36	14	70
Percent	0%	3%	10%	16%	51%	20%	100%
Total	38	38	133	140	270	144	763
Percent	5%	5%	17%	18%	35%	19%	100%

Pearson chi-square = 50.524, df = 15, 4 cells (16.7 %) expected count < 5, p < .001,
Cramer's V = .149, p < .001
Totals exclude students not stating their ethnicity or checking "Prefer Not to Respond" regarding ethnicity, and those not responding to the question, or checking "not available/not used" regarding the item.

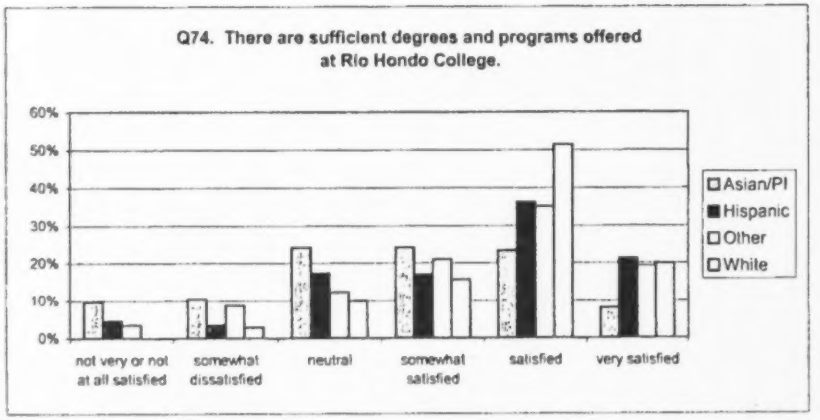
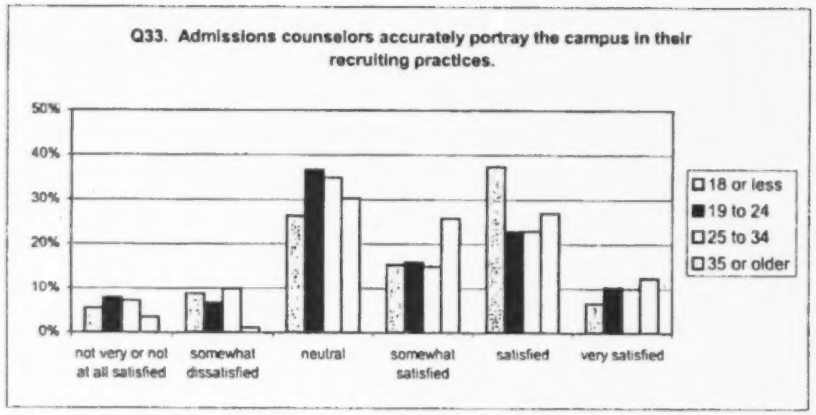


CHART 7
NOEL-LEVITZ STUDENT SATISFACTION INVENTORY
FALL 1999 MATRICULATION RELATED RESULTS
RIO HONDO COLLEGE STUDENT SATISFACTION
WITH SIGNIFICANT VARIATIONS BY AGE

Q33. Admissions counselors accurately portray the campus in their recruiting practices.

	not very or not at all satisfied	somewhat dissatisfied	neutral	somewhat satisfied	satisfied	very satisfied	Total
18 or less	5	8	24	14	34	6	91
Percent	5%	9%	26%	15%	37%	7%	100%
19 to 24	32	27	150	65	93	42	409
Percent	8%	7%	37%	16%	23%	10%	100%
25 to 34	10	14	49	21	32	14	140
Percent	7%	10%	35%	15%	23%	10%	100%
35 or older	3	1	27	23	24	11	89
Percent	3%	1%	30%	26%	27%	12%	100%
Total	50	50	250	123	183	73	729
Percent	7%	7%	34%	17%	25%	10%	100%

Pearson chi-square = 25.212, df = 15, no cells expected count < 5, p = .047,
Cramer's V = .107, p = .047
Totals exclude students not indicating their age range, and those not responding to the question, or checking "not available/not used" regarding the item.



Q41. Admissions staff are knowledgeable.

	not very or not at all satisfied	somewhat dissatisfied	neutral	somewhat satisfied	satisfied	very satisfied	Total
18 or less	3	7	25	15	40	12	102
Percent	3%	7%	25%	15%	39%	12%	100%
19 to 24	39	31	103	103	122	58	456
Percent	9%	7%	23%	23%	27%	13%	100%
25 to 34	8	10	32	51	49	19	169
Percent	5%	6%	19%	30%	29%	11%	100%
35 or older	2	3	20	26	33	27	111
Percent	2%	3%	18%	23%	30%	24%	100%
Total	52	51	180	195	244	116	838
Percent	6%	6%	21%	23%	29%	14%	100%

Pearson chi-square = 35.865, df = 15, no cells expected count < 5, p = .002,
Cramer's V = .119, p = .002
Totals exclude students not indicating their age range, and those not responding to the question, or checking "not available/not used" regarding the item.

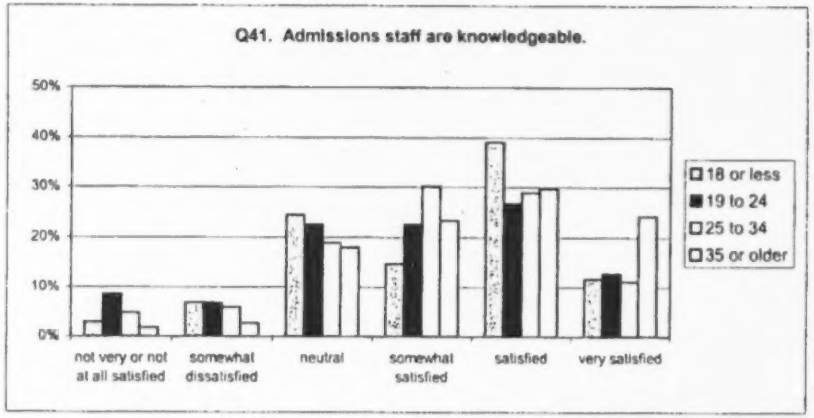


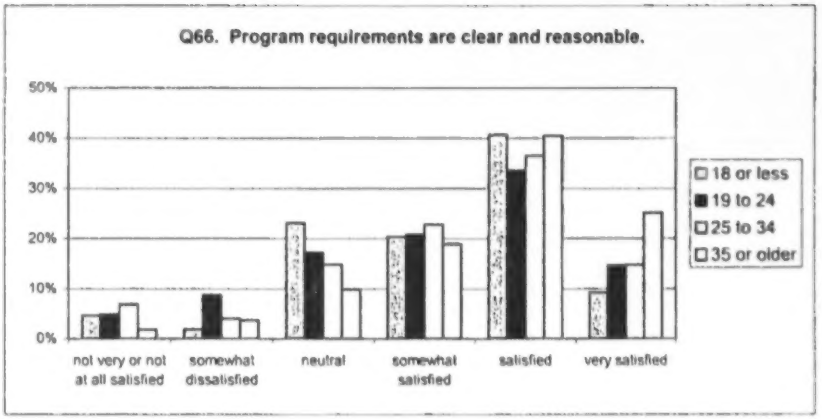
CHART 7
NOEL-LEVITZ STUDENT SATISFACTION INVENTORY
FALL 1999 MATRICULATION RELATED RESULTS
RIO HONDO COLLEGE STUDENT SATISFACTION
WITH SIGNIFICANT VARIATIONS BY AGE

Orientation

Q66. Program requirements are clear and reasonable.

	not very or not at all satisfied	somewhat dissatisfied	neutral	somewhat satisfied	satisfied	very satisfied	Total
18 or less	5	2	25	22	44	10	108
Percent	5%	2%	23%	20%	41%	9%	100%
19 to 24	23	41	81	98	158	69	470
Percent	5%	9%	17%	21%	34%	15%	100%
25 to 34	12	7	26	40	64	26	175
Percent	7%	4%	15%	23%	37%	15%	100%
35 or older	2	4	11	21	45	28	111
Percent	2%	4%	10%	19%	41%	25%	100%
Total	42	54	143	181	311	133	864
Percent	5%	6%	17%	21%	36%	15%	100%

Pearson chi-square = 32.830, df = 15, no cells expected count < 5, p = .005,
Cramer's V = .113, p = .005
Totals exclude students not indicating their age range, and those not responding to the question, or checking "not available/not used" regarding the item.



Registration

Q5. The personnel involved in registration are helpful.

	not very or not at all satisfied	somewhat dissatisfied	neutral	somewhat satisfied	satisfied	very satisfied	Total
18 or less	3	7	22	22	35	25	114
Percent	3%	6%	19%	19%	31%	22%	100%
19 to 24	39	38	82	108	148	62	477
Percent	8%	8%	17%	23%	31%	13%	100%
25 to 34	20	17	28	36	50	22	173
Percent	12%	10%	16%	21%	29%	13%	100%
35 or older	3	4	7	26	52	23	115
Percent	3%	3%	6%	23%	45%	20%	100%
Total	65	66	139	192	285	132	879
Percent	7%	8%	16%	22%	32%	15%	100%

Pearson chi-square = 38.885, df = 15, no cells expected count < 5, p = .001,
Cramer's V = .121, p = .001
Totals exclude students not indicating their age range, and those not responding to the question, or checking "not available/not used" regarding the item.

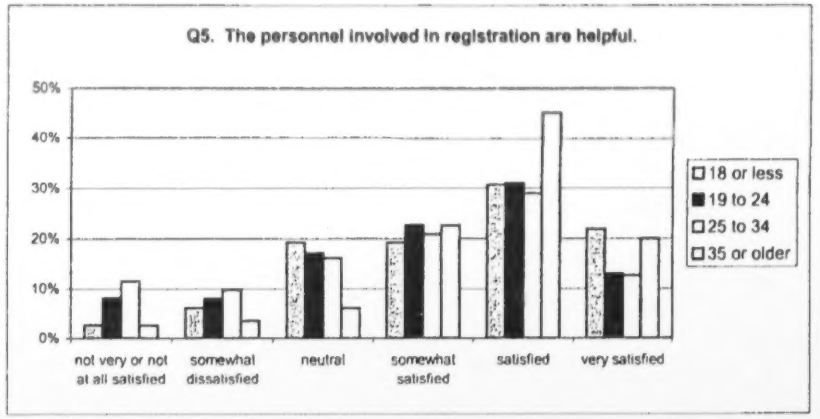


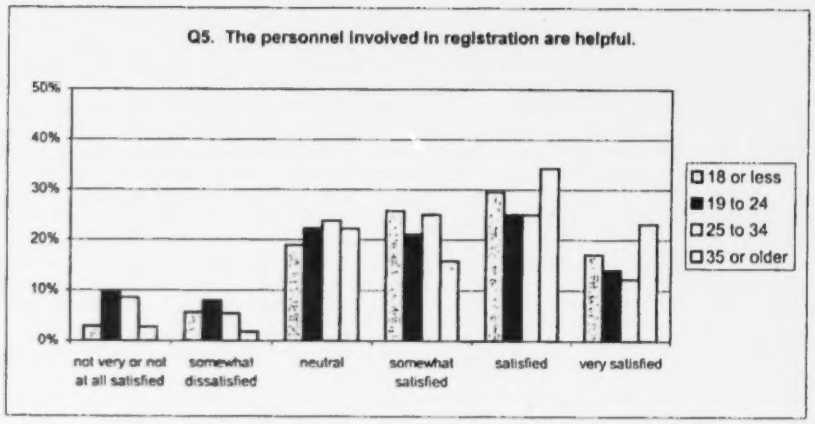
CHART 7
NOEL-LEVITZ STUDENT SATISFACTION INVENTORY
FALL 1999 MATRICULATION RELATED RESULTS
RIO HONDO COLLEGE STUDENT SATISFACTION
WITH SIGNIFICANT VARIATIONS BY AGE

Counseling/Advising (SSI Academic Advising/Counseling Scale Items)

Q52. This school does whatever it can to help me reach my educational goals.

	not very or not at all satisfied	somewhat dissatisfied	neutral	somewhat satisfied	satisfied	very satisfied	Total
18 or less	3	6	20	27	31	18	105
Percent	3%	6%	19%	26%	30%	17%	100%
19 to 24	44	37	103	97	115	65	461
Percent	10%	8%	22%	21%	25%	14%	100%
25 to 34	14	9	39	41	41	20	164
Percent	9%	5%	24%	25%	25%	12%	100%
35 or older	3	2	24	17	37	25	108
Percent	3%	2%	22%	16%	34%	23%	100%
Total	64	54	186	182	224	128	838
Percent	8%	6%	22%	22%	27%	15%	100%

Pearson chi-square = 28.000, df = 15, no cells expected count < 5, p = .022,
Cramer's V = .106, p = .022
Totals exclude students not indicating their age range, and those not responding to the question, or checking "not available/not used" regarding the item.



Follow-up

Q46. Faculty provide timely feedback about student progress in a course.

	not very or not at all satisfied	somewhat dissatisfied	neutral	somewhat satisfied	satisfied	very satisfied	Total
18 or less	10	7	23	30	30	10	110
Percent	9%	6%	21%	27%	27%	9%	100%
19 to 24	44	39	105	117	119	43	467
Percent	9%	8%	22%	25%	25%	9%	100%
25 to 34	6	19	38	35	48	25	171
Percent	4%	11%	22%	20%	28%	15%	100%
35 or older	2	4	12	18	41	33	110
Percent	2%	4%	11%	16%	37%	30%	100%
Total	62	69	178	200	238	111	858
Percent	7%	8%	21%	23%	28%	13%	100%

Pearson chi-square = 62.562, df = 15, no cells expected count < 5, p < .001,
Cramer's V = .156, p < .001
Totals exclude students not indicating their age range, and those not responding to the question, or checking "not available/not used" regarding the item.

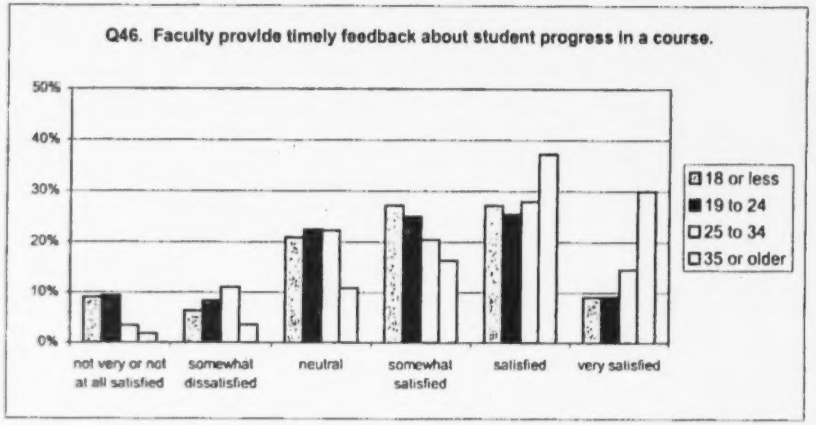
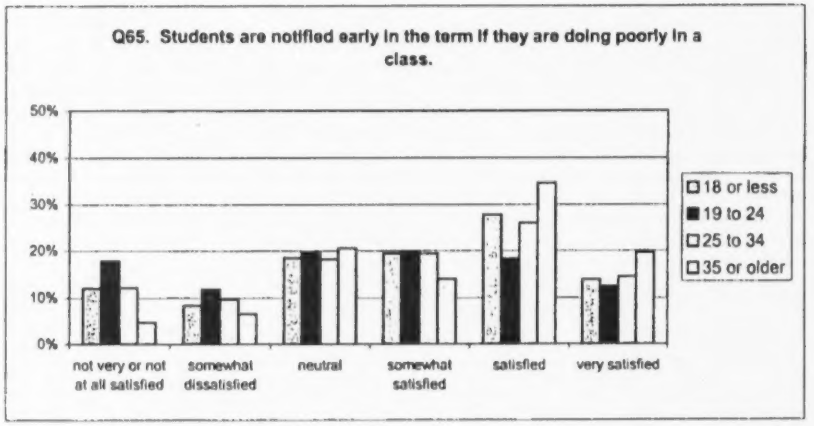


CHART 7
NOEL-LEVITZ STUDENT SATISFACTION INVENTORY
FALL 1999 MATRICULATION RELATED RESULTS
RIO HONDO COLLEGE STUDENT SATISFACTION
WITH SIGNIFICANT VARIATIONS BY AGE

Q65. Students are notified early in the term if they are doing poorly in a class.

	not very or not at all satisfied	somewhat dissatisfied	neutral	somewhat satisfied	satisfied	very satisfied	Total
18 or less	13	9	20	21	30	15	108
Percent	12%	8%	19%	19%	28%	14%	100%
19 to 24	83	55	92	92	85	58	465
Percent	18%	12%	20%	20%	18%	12%	100%
25 to 34	20	16	30	32	43	24	165
Percent	12%	10%	18%	19%	26%	15%	100%
35 or older	5	7	22	15	37	21	107
Percent	5%	7%	21%	14%	35%	20%	100%
Total	121	87	164	160	195	118	845
Percent	14%	10%	19%	19%	23%	14%	100%

Pearson chi-square = 32.471, df = 15, no cells expected count < 5, p = .006,
Cramer's V = .113, p = .006
Totals exclude students not indicating their age range, and those not responding to the question, or checking "not available/not used" regarding the item.



General

Q63. I seldom get the "run-around" when seeking information on this campus.

	not very or not at all satisfied	somewhat dissatisfied	neutral	somewhat satisfied	satisfied	very satisfied	Total
18 or less	6	4	33	23	30	8	104
Percent	6%	4%	32%	22%	29%	8%	100%
19 to 24	48	41	131	94	105	44	463
Percent	10%	9%	28%	20%	23%	10%	100%
25 to 34	22	18	36	29	39	23	167
Percent	13%	11%	22%	17%	23%	14%	100%
35 or older	6	11	16	19	35	20	107
Percent	6%	10%	15%	18%	33%	19%	100%
Total	82	74	216	165	209	95	841
Percent	10%	9%	26%	20%	25%	11%	100%

Pearson chi-square = 32.307, df = 15, no cells expected count < 5, p = .006,
Cramer's V = .113, p = .006
Totals exclude students not indicating their age range, and those not responding to the question, or checking "not available/not used" regarding the item.

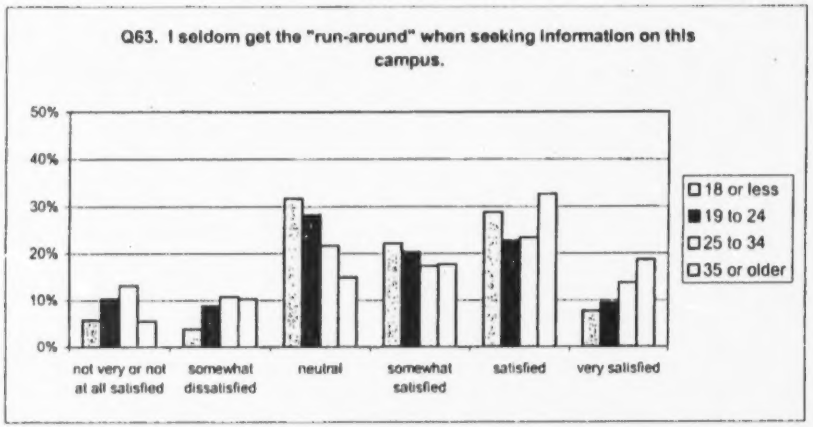
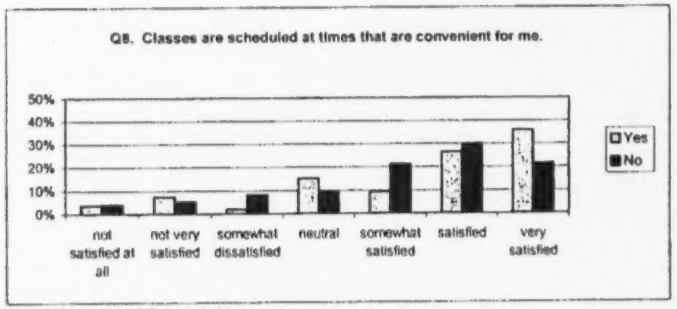


CHART 8
NOEL-LEVITZ STUDENT SATISFACTION INVENTORY
FALL 1999 MATRICULATION RELATED RESULTS
RIO HONDO COLLEGE STUDENT SATISFACTION
WITH SIGNIFICANT VARIATIONS BY DISABILITY STATUS

Registration

Q8. Classes are scheduled at times that are convenient for me.

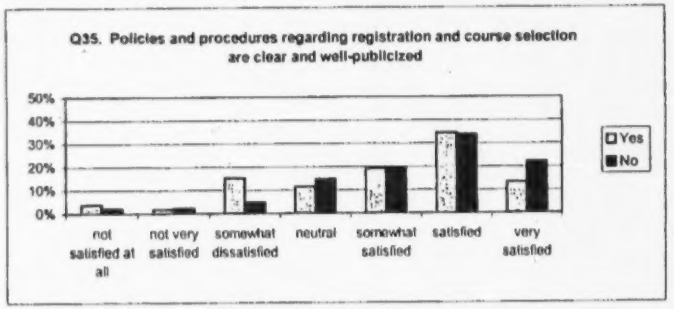
Physical or Learning Disabled?	not satisfied at all	not very satisfied	somewhat dissatisfied	neutral	somewhat satisfied	satisfied	very satisfied	Total
Yes	2	4	1	8	5	14	19	53
Percent	4%	8%	2%	15%	9%	26%	36%	100%
No	32	44	67	80	172	244	176	815
Percent	4%	5%	8%	10%	21%	30%	22%	100%
Total	34	48	68	88	177	258	195	868
Percent	4%	6%	8%	10%	20%	30%	22%	100%



Pearson chi-square = 12.158, df = 5, 1 cell (8.3 %) with expected count less than 5, p = .033, Cramer's V = .118, p = .033. Totals exclude students not stating their disability status, those not responding, and those checking "not available/not used." "Not satisfied at all" and "Not very satisfied" categories were collapsed together before computing Chi-Square and Cramer's V.

Q35. Policies and procedures regarding registration and course selection are clear and well-publicized.

Physical or Learning Disabled?	not satisfied at all	not very satisfied	somewhat dissatisfied	neutral	somewhat satisfied	satisfied	very satisfied	Total
Yes	2	1	8	6	10	18	7	52
Percent	4%	2%	15%	12%	19%	35%	13%	100%
No	17	19	40	121	159	277	182	815
Percent	2%	2%	5%	15%	20%	34%	22%	100%
Total	19	20	48	127	169	295	189	867
Percent	2%	2%	6%	15%	19%	34%	22%	100%

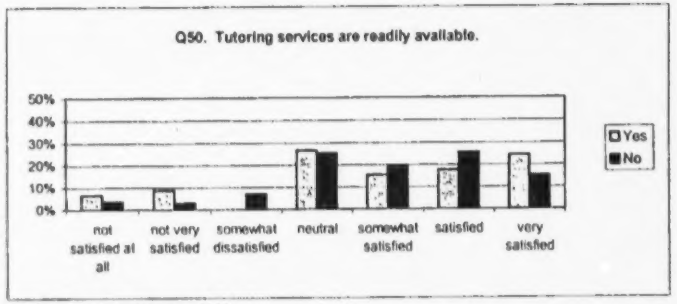


Pearson chi-square = 12.026, df = 5, 2 cells (16.7 %) with expected count less than 5, p = .033, Cramer's V = .118, p = .034. Totals exclude students not stating their disability status, those not responding, and those checking "not available/not used." "Not satisfied at all" and "Not very satisfied" categories were collapsed together before computing Chi-Square and Cramer's V.

Follow-up

Q50. Tutoring services are readily available.

Physical or Learning Disabled?	not satisfied at all	not very satisfied	somewhat dissatisfied	neutral	somewhat satisfied	satisfied	very satisfied	Total
Yes	3	4	0	12	7	8	11	45
Percent	7%	9%	0%	27%	16%	18%	24%	100%
No	26	20	49	174	137	176	105	687
Percent	4%	3%	7%	25%	20%	26%	15%	100%
Total	29	24	49	186	144	184	116	732
Percent	4%	3%	7%	25%	20%	25%	16%	100%



Pearson chi-square = 11.501, df = 5, 2 cells (16.7 %) with expected count less than 5, p = .042, Cramer's V = .125, p = .042. Totals exclude students not stating their disability status, those not responding, and those checking "not available/not used." "Not satisfied at all" and "Not very satisfied" categories were collapsed together before computing Chi-Square and Cramer's V.

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